

# Child Welfare Magazine

PUBLISHED MONTHLY BY THE CHILD WELFARE COMPANY, INCORPORATED  
EXECUTIVE AND EDITORIAL OFFICES: 5517 GERMANTOWN AVE., PHILADELPHIA, PA.

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VOL. XXII

FEBRUARY, 1928

No. 6

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Entered as Second-Class Matter, August 21, 1922, at the Post Office, Philadelphia, Pennsylvania, under Act of March 31, 1879

## Subscriptions

\$1.00 a year in United States and Colonies—\$1.25 in Canada—\$1.50 in Foreign Countries  
No allowance for Notary fees

SINGLE COPY, 10 CENTS

Notice of change of address must be given 1 month in advance and must show both old and new addresses

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THE CHILD WELFARE MAGAZINE IS A MEMBER  
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## Founders' Day

**I**N THIS month of great birthdays comes a day which has a special significance, a particular appeal, to those lovers of childhood who are linked in a vast chain which reaches now around the world. February 17th is the birthday of the NATIONAL CONGRESS OF MOTHERS, which three and thirty years ago saw itself as the forerunner of the NATIONAL CONGRESS OF PARENTS AND TEACHERS, which today brings together more than a million men and women to serve and to work for the children of the nation.

Alice McLellan Birney and Phoebe Apperson Hearst, whose memories we honor on this day, have passed into the silence, but through the greatness of their faith, their vision and their courage, they set in motion a force which has grown with the years and which finds expression, not only through the great organization with which their names are identified for all time, but through many other movements for child welfare and child study whose followers know not whence came the inspiration which has been the motive power of their undertakings.

In these days of tremendous systems, of business administration of social betterment, it is easy to slip into the belief that this huge machinery is needed to hold us together, and we too are in danger of becoming mechanical, and of placing our trust in wheels and motors rather than in the power which operates through them.

Let us always remember that "the love of childhood is the tie that binds us" and that "love seeketh not itself, is not puffed up, vaunteth not itself" wherefore there is no place among us for self-advancement, pride or power. Let love be the touchstone whereby we test ourselves and our work and we may then remain true to the high ideals of those who marked out for us the path that we must tread.

On this day we think not of ourselves alone. The doors of our hearts are open and the love of childhood reaches forth, not only to those who are our fellow-workers but to those as well whose lives have not been touched by the "magic of together." On this day comes to us the opportunity to send to them the message of the Founders, to the end that in all our broad land, wherever there are children, there also will parents and teachers be united to give them care and love and service.

# All America

By

MARGARETTA WILLIS REEVE



**A** TURQUOISE, dimpling sea, a grim old castle, shadowed by the tragedies of centuries, and across the embracing arm of the bay, a smiling city, clad in rose and cream, in blue and gray and violet; narrow streets from which houses built of great blocks of sea-shell stone rise stepless from sidewalks on which two cannot pass; wonderful wrought iron grills at deep-set windows, and through the arched doors of heavy mahogany, enchanting glimpses of green and flowery "patios," refuges from the tropic heat, while all around like a rippling stream, flowed the soft musical Spanish with its rapid emphasis and vivid accompaniment of expressive and incessant gesture. We of the United States, with our background of brick and concrete, of sky-scrapers and smoke, of choking traffic and stolid English speech, were indeed foreigners, though we were still in "America."

But Cuban hospitality, which is second to none, met the delegates to the Fifth Pan-American Child Congress almost on the threshold, overflowing the barrier of language and establishing at once the relationship of a common interest. In the United States delegation were fourteen official and three unofficial representatives embracing a wide variety of interests—the Children's Bureau, the U. S. Department of Education, the American Home Economics Association, the National Child Welfare Association, the Catholic Welfare Council, the National Congress of Parents and Teachers. Fourteen Pan-American nations sent delegates—Argentina, Brazil, Colom-

bia, Costa Rica, Cuba, Salvador, Guatemala, Panama, Peru, Paraguay, Uruguay, Venezuela, Mexico, and the United States, but the only women appointed came from our country.

The Congress was admirably planned for practical results. Each morning there was a Plenary Session at which were presented four major papers from the different sections, these limited to twenty minutes each and followed by discussion. The Congress then divided into six sections, Medicine, Hygiene, Sociology, Psychology, Education and Legislation. At sessions and section meetings there was scarcely an address which did not relate itself closely to the interests of the National Congress of Parents and Teachers. We realized as never before the disadvantage under which labor those foreign delegates who attend our English-speaking conventions and who—to our shame, be it said—so far excel us in ability to express themselves in an alien tongue. At some of the social occasions an interpreter was used, but in the general sessions the translation of every address would have so delayed the proceedings as to cut the program almost in half, and since to thirteen of the fourteen participating nations Spanish was the native tongue, they naturally did as we do in the United States and England—used the language which all but a very few could understand. Fortunately our Chairman, Miss Lenroot both understood and spoke Spanish sufficiently well to meet all demands and for that, as well as for her tact, personal charm and ability, we were exceedingly proud of our

spokesman. The President of the Congress of Parents and Teachers was also able to preside at a section and to present her paper in Spanish.

Perhaps the two most interesting sessions were those of the formal opening and closing of the Congress. The first was held in the great National Theatre, gorgeous with flags of all the Pan-American countries. The delegates were seated on the stage and as the chief of each group came forward to present the salutations of his or her country, the appropriate national anthem was played by the national band, all the vast audience rising in courtesy.

At the closing session, held in the Academy of Science, five official delegates of the United States were invited to sit upon the stage, and the president of the National Congress of Parents and Teachers was among those so honored. The addresses were thrilling in their eloquence and the very air seemed charged with the spirit of cordial international friendship.

Two features of the week so full of interest stand out in especial clearness. On Sunday morning the splendid National Theatre was again gorgeously decorated, this time with flowers, for the National Festival of Motherhood, when the mothers from every district of the island of Cuba came forward to receive the prizes offered by the Government for infant care, home culture, eugenic parenthood and home hygiene. The awards ranged from a house and lot presented to the father and mother of *eighteen healthy children, all of whom marched upon the stage*, down to cribs and coaches, clothing and other equipment. The address was made by the President of the House of Representatives, and then the successful mothers received the congratulations of the audience which thronged to greet them. The Stadium Pageant in the afternoon, which was the sequel to the Festival, was called "Homage to Motherhood" and was led by the child who in all Cuba had won the first prize, an exquisitely lovely little girl about six years of age. The foreign delegates followed, their arms filled with roses which they threw in the path of the

hundreds of marching children before going up into the stand whence they viewed the rest of the procession. The parade was entirely of girls—the mothers of the future—and the swinging, well drilled lines of blue and white uniforms (worn always in school), the gay school flags, the flowers, the sunshine, the great masses of the white University buildings, and, in the background, the blue of the distant sea, made a picture never to be forgotten.

The second experience which left a strong impression in the minds of the two representatives of the National Congress of Parents and Teachers was a visit to the "School of the Home," a part of the city educational system, but the result of the vision, the inspiration, of a truly great woman, Angela Landa. It merits a story all its own, which will soon be given to our readers.

Certain definite impressions remain from this meeting with our fellow Americans. First, perhaps, the magic of that name, "American," the conviction that whether we be Saxon or Latin, we are inevitably bound together by it, and that our common needs and interests are far more potent—if we will allow them to express themselves—than are our emphasized differences. Second, the recognition of the child as the key to all future progress. Whatever may be the racial and political differences, with the child we stand on common ground, and as his needs and welfare are considered, it becomes evident that only through universal co-operation in hygiene, sociology, education, legislation, can we hope to secure to him those things which we agree are essential to his well-being. Third, that the welfare of the child transcends in importance the "rights" of any section of a country and is the concern of the nation whenever and wherever the nation is better equipped and more potent to assure it. As said one of the eloquent speakers:

"In the American child lies the future of mankind; and in America—*all* America—lies the future of the world." Let us send our children fully equipped to take their places in this march of progress.



# Choosing a Vocation

## *A Talk to Boys and the Parents of Boys*

BY JOHN HUMMER

*Principal, Binghamton High School, New York*

IF A wise man had \$50,000 to invest, he would go about it most carefully. He would look well to its security to guard against loss and would consider the interest rate to insure a fair and profitable return. He would not put his money into some wild, "get rich quick" scheme because it looked good and because several of his friends invested money in it. Nor would he stake his precious \$50,000 in some industry that was dead and not likely to pay interest, nor in something that he knew nothing about, nor in what some uninformed friend advised. He would not do any of these things. He would look for a safe investment at a profitable interest and would not place his money until he had found it. He would read and study and visit industries, and consult people who were in a position to know. Of course, he would do all of this. Any other action would be foolhardy.

But a boy does not have \$50,000 to invest. No, not a mere \$50,000. He has a great deal more—he has his life to invest. There is not a boy or girl in school today who could afford or would dare to take \$50,000 in payment for the rest of his life. Money investments call for security and interest returns. Life investment cannot be measured in money and it calls for infinitely more than security and usury. When you consider the investment of your life—the selecting of your work—the decision as to what you are going to be and do throughout your active career as a man or woman, you face one of life's most important questions both for yourself and for those about you, for on the decision of this issue rests your future happiness and usefulness in the world. There is no question in life so perplexing as is the youth's quest to know what to make of himself.

THERE is a worthwhile, pleasant and profitable job in the world for everyone and the sooner he finds out what it is and gets to work at it, the better.

When our country went to war in Mexico a few years ago, Samuel Felton was called to take charge of the railroad transportation of the troops and when we entered the World War he was given charge of the vast railway problems connected with the army here and in France. For some years Mr. Felton has been known as the Railroad Doctor. If any road was not operating well and paying a profit he was called in to see why. He has made twenty-six such investigations and has reorganized more railroads than any other man living. When he was a young boy he decided to be a railroad man and he worked at it all the time. He went to school, of course, but spent his summers working on the railroads. He studied and thought railroads until by the time he was graduated from Boston Tech at twenty-one he was ready to take a position as general manager and from then on rose steadily to the position of President of the Chicago and Great Western lines.

Like Mr. Felton many boys and girls are fortunate enough to know exactly what they wish to become. More are not so blessed.

It is important to reach a decision as early as possible. Why? Because unless one works directly towards a definite end he does not accomplish in full measure. The other day a boy ten years old was wiping the dishes for his mother. He enjoys doing it just as much as his father used to do and about as much as some of you still do. For a time he worked under protest and accomplished very little. He was here and there about the kitchen, a teacup in one hand and a wadded towel in the other, rubbing aim-

lessly on one spot and listening to the conversation. Then a playmate called for him to come out, and when he found that he could not go until the dishes were done he became an entirely different dish-wiper. There was plenty of action in his work and his task was soon completed.

You grown-ups know how it is in your own experience. When you work toward a fixed end you work better, faster and more pleasantly. When you do not see clearly the thing you wish to do or to attain or to be, then your work is drudgery.

The members of our football squad required to be up in their studies in order to play, are very effective students. Here is one group of boys who know exactly what they are getting ready for, college, business or industry. They know what work they need; they are doing it well: they are having a good time and making progress. Here is another group of boys who do not know what they are doing. They are in school because others are or because they have no more comfortable place to go. They are not good students; do not enjoy it; do not make progress. They are the ones who usually drop out of school before graduation.

The same thing is true in business. Here is a body of employees who, trying to reach some definite goal, are not afraid to work over time or to do work not expected of them. They are interested in the business, making advancement, getting salary increases without asking for them and having a good time at their work. Over there are other workers who are mere time servers. They demand double pay for over time; they shirk at every opportunity; they are not interested in the business. All they get out of their work is their wage and discontent.

**I** HAVE said that there is a worthwhile, pleasant and profitable job for every boy. How is he going about the finding of it? He will have to go at it just as he would go about the investing of \$50,000, only harder and more in detail for there is more involved. This work of his should pay him something more than a living wage: it must be something that he can do well and that

he will enjoy doing, for life's best pleasures come in connection with one's work and most important of all, it must be a work worthy of a life's devotion.

How shall a boy make a choice? There is no easy way—no short cut. Psychological tests may indicate the measure of native intelligence but they cannot measure will power and industry.

Students in this field have formulated certain steps by following which they believe a youth may make intelligent choice of a career at an age early enough to allow for full and complete preparation. The first step—and in this I am following Brewer of Harvard—is to discover his interests and abilities. This he may do in Junior and Senior High School. The Junior High School is conceded to be the place and the age to discover at least the broad general lines of life tendencies. For instance, if a boy finds arithmetic and algebra difficult and distasteful he should probably not plan to try for entrance to a technical school: if he finds the languages and mathematics congenial studies he may look in the direction of the professions.

Commercial courses may help him to discover tendencies toward the great and growing field of commerce. The same is true of industrial and agricultural courses. The school newspaper, the athletic teams, art studies, musical organizations, junior bands, public speaking, debate, dramatics, team captaincies and managerships, entertainments, clubs and the many other extra-curricular activities are all intended to help boys and girls to find the things they ought to do.

Exploratory courses are offered in many places. A boy may determine by conference with his parents, friends, teachers or vocational counsellors where such officers are employed in the schools, that his tendency is away from the languages, sciences and higher mathematics and toward industry. Accordingly he is given in the ninth year ten weeks' work in each of as many shops as are provided, *e. g.*, woodshop, sheet metal, printing, automobile repair, electricity. At the end of the year he makes a choice of what he likes best and spends all of his shop time

for the next three years of High School in perfecting himself in that field of work.

Two-thirds of adult workers labor with their hands and it is believed wise that all children should have some experience in hand-work courses in Junior High School.

As pupils come into high school from the grades it has been our custom for some years to have our freshman dean go to each 8A class to meet the students and their parents and talk over the various offerings of high school, in an attempt to get each child properly placed. The effort is not so much to select a definite vocation for each child as it is to steer each one into the general field for which he seems best fitted.

**W**HEN the process narrows down to the actual choice of a vocation, self-analysis charts are recommended. Of these quite a variety is offered—the most elaborate one I have seen being given by Parsons in his book, "Choosing Your Vocation" (Houghton Mifflin). On these charts the student writes down answers to various questions about himself, to help in deciding his aptitudes, seeing their relation to the requirements of the calling under consideration.

For example, if a boy knows that to be a good auto mechanic requires a mechanical turn of mind, good general education, some trade school training, skill with tools and that the work is indoors, varied and fairly hard, by his analysis of himself he is able to decide that he would or would not like to be an auto mechanic.

The second step is to study world occupations. In some schools regular "Occupations Classes" are conducted. In some, four occupations are studied each semester in grades 7, 8, and 9 in connection with work in vocational civics. Many schools have special speakers at assemblies to speak on such topics as "Medicine as a Profession." Pupils may learn much of occupations by conversation with people employed in them but should be warned against biased opinions and against drawing conclusions from too little evidence. Every good school library should have a shelf of well selected books to aid with information. There is now available a series of twelve known as

the Vocational Series (MacMillan Co). For instance, "The Young Man and the Law," by the dean of the Yale Law School shows in its table of contents the following main headings:

- Attractions of the legal profession
- Objections of the legal profession
- Personal qualities requisite to success
- Education requisite to success
- Ideals of the profession.

What is to be learned about any given occupation?

The youth should look to the returns of the calling he considers. He is justified in doing so, for there will be those dependent upon him. Let him look about and see who the men and women are who are comfortably paid—not the rich but the sterling foundation people of the nation—the people who are worthy of their hire.

While I mention this consideration first it is not the most important. In the past we have been a mercenary people, quite mad in our rush for money and too much inclined to measure a man's success in terms of his fortune. We should evaluate men and women by the service they render, by the amount and character of their work.

Consider the financial return because there will be obligations to meet but do not make it foremost. Remember that there are a great many awfully poor rich people.

Let him consider also such questions as the following:

- What are the conditions of work? Hours?
- Physical conditions such as light, heat, ventilation;
- Where would the work take one?
- Character of associates.
- Kind of work required.
- Special qualities required.
- Chances for promotion.
- Preparation needed.
- Average length of life in the calling.
- Special disadvantages.

**A**FTER careful study of various vocations a choice should be made. I do not believe that there is some *one* calling in life for each of us and that we will be unhappy and ineffective unless we find that one thing: there are probably several. Nor do I believe anyone of us may not become successful at almost *any* calling if we try hard enough.

The question of one's fitness for any

given work is difficult. The self-analysis charts will help. Would you like it? Could you do it well? Would you be a success? These are the questions that need careful consideration. To answer them, study the people who are successful at this or that. Observe what kind of man or woman it takes to do the job well. Observe the failures too, if you can. What has made for success or failure? Do you have these qualities?

Here too personal likes and inclinations should be considered. They may even guide you from the start if you can be sure of them. But remember that there is a very great difference between a real life-bent or tendency and a passing fancy for this work or that. Examine your natural liking if you have one and see where you got it and whether it is genuine or not. If it is, follow it to the limit. If not, discard it.

I had a college mate who was determined to be a doctor. He was perfectly sure of his ground and bent every effort toward the pre-medical work. Incidentally he was quite sorry for two of his "buddies" who were not sure what they wanted to be. In his junior year he suddenly changed to the law and was just as certain of his position and still sorry for us. After college he went to Law School for one year, changed again and took a position as Superintendent of Schools up in the northwest. Then he taught biology in a western college for a time and is now secretary of a company interested in a silver-lead-zinc mine in British Columbia.

**S**OME have no ready-made likes or tendencies. Let them not be discouraged; go ahead and find one. Talk to successful people in any given line; find out from them what the work requires and what they like about it. Read and study what has been written about it. Do not go at it blindly, and do not fail to consider more than one vocation. An intelligent choice may be made by learning from those who know, of the pleasant and unpleasant features of any life calling. I would say to the youth—enter the work in your imagination. When would you have to get up in the morning?

Picture yourself going to your work? What kind of people would you have to meet? How will you be dressed? What are the hours? Could you meet the physical demands? Would the health conditions be good? Could you rise above the unpleasant things? For you must not expect to find any walk in life that will be all sunshine and roses. Be prepared for some adversity.

A life work should be a worthwhile piece of business. Do not forget that. Steer clear of any work that is not in some way productive: that does not directly or indirectly contribute to the welfare of your fellowman. Making a living should help, not hinder, the making of lives. There are many very remunerative lines of industry in which the personal effort is small, but they are unworthy of your consideration. They do not hold out a challenge to red-blooded young Americans, calling for energy and industry and decision, for commanding personality and high ideals.

There is an ethical consideration about any calling. How will it affect you? Will it cramp your mind or broaden it? Will it give you high ideals or lust for gold? How will it affect your fellow workers? Will it make them larger or smaller? How will it affect your customers? Will it enrich or cheapen their lives? What will be its relation to the community and to other callings?

I would say to the boy: Put the little and the easy and the unworthy callings behind you. Hold yourself too good for the cheap—too capable for the small; too unselfish for the non-productive. Pick you out an upward-looking vocation, one with a future, something that you believe you can do and do well, and then begin to get ready for it. Put a fixed purpose before you, after you have selected carefully, and then forge ahead. When you have once decided, stick to it. Refuse to be swayed from your purpose by passing fancy or by hardship. Move steadily forward to the thing you are to be, calmly and fearlessly. And if you so move, with industry and intelligence, with a clean body and a clean mind, you may be as certain of attainment as mortal man can be certain of anything.





# Valentines

for

## Baby and Big Sister

BY CONSTANCE CAMERON

THE element of surprise is usually an addition to the enjoyment of any event, and the knowledge that someone has exerted himself to bring us pleasure at some unexpected time or in an unusual way, normally results in a grateful and loving reaction.

In this connection, a mother of my acquaintance originated a simple idea each Valentine's Day from her daughter's fourth to her seventh year.

After her first experiencing of the amazing day, the little girl looked forward to it again, pretending complete astonishment each time, but obviously palpitating with the fear that her mother might forget to repeat it.

Arising on valentine morning, the mother helped the tiny girl to dress, when, wonder of wonders! In the sleeve of her small undervest appeared a wee envelope enclosing a correspondingly wee note which boasted this stupendous bit of poetry:

Roses are red, violets blue,  
Sugar is sweet, and so are you.

The youngster's eyes grew round with wondering delight which quickly changed to even greater surprise when the other sleeve was found to contain a second message for her.

The dressing then went forth with unusual rapidity, the child being eager for every garment with its possibilities of more valentines. Nor was she disappointed, for these declarations of love popped out from the most mysterious and unexpected places. One flew out of her clean towel when she took it from her low rack; one greeted her from beneath the pillow in her doll carriage, and so on through the day.

The mother hid only a few at a time, and this proved a valuable bit of forethought, for shortly after breakfast the child decided upon a systematic search which would have speedily ended all hope of any more joyful astonishment.

Of course the mother was happily notified as each thrilling discovery was made, and was asked to read the verses. It took time, to be sure, but this suggestion is only passed on to mothers who deem the routine of housework of less importance than the creating of happy memories for their babies.

The little valentines were made in a single evening, from inexpensive white stationery. This was cut in small squares and upon these were written brief verses. Others were decorated with colored designs gleaned from magazines and pasted on lightly. The tiny envelopes were easily made from strips of paper folded to leave a third sticking up for the flap, the remaining two-thirds being pasted together at the edges. The smaller the envelope, the more it seemed to please the youngster.

The creating of rhymes was assigned to the father, and at the end of the evening he concluded that he was not such a bad poet after all. Being a woman of tact, the mother said not a word, but their small daughter enjoyed his efforts, and her delight during the following day amply repaid them for their evening of preparation.

In the afternoon, the little girl asked where all the valentines had come from, and was told that mother and father had spent a delightful evening making them for her. This instantly brought forth the request that she might be allowed to make some for them.

Several discarded magazines, some white paper, scissors and paste were given her. Her cutting of the flowers was crude, but she pasted them neatly on the white squares, and had an hour of intense joy in making gifts for others. When she had finished, she was allowed to hide a valentine under the dinner napkin of each member of the family.

Even as a mere baby, this pleasant day instilled in the child's mind the invaluable knowledge that happiness is not evolved from the exchange of material things, but lies fundamentally in the degree of love which goes into the symbol of affection, in the amount of consideration and concern which is embodied in the gift.

As an outgrowth of this thought, the child each year insisted upon making valentines for her friends in preference to going into a shop and buying them.

When her sixth year arrived, she asked to have a valentine party and the mother readily consented.

Before leaving for school, she helped her mother assemble material for the party. This included a stack of neatly folded newspapers, plenty of heavy white paper and some of a lighter quality, sheets torn from magazines which contained bright pictures, odd pieces of colored note-paper and left-over envelopes, small pots of paste, a pencil and scissors for each child. A ball of red twine and sheets of thin red cardboard were the only materials procured which cannot easily be found in every home. The cord was cut into six-foot lengths, each threaded into a giant needle. The mother ransacked her desk and found gay colored linings in correspondence envelopes, which proved useful, as will be explained later.

When the guests arrived, each was given a newspaper (to put on the floor as a receptacle for scraps), a sheet of red cardboard, a pencil and scissors. The mother had cut heart patterns from stiff pasteboard, and with a pencil, each child traced around his model on the red card. After they had cut out the hearts, the children strung them about six inches apart on the red cord, and when this was accomplished

they were invited into the dining room to help decorate it.

Strands of hearts were laid across the white cloth, pinned to the curtains, draped around the buffet and serving table. Great was the admiration and pride at the transformation of the room, and after the decorations had been satisfactorily arranged, the mother ushered them back into the living room and into the fun of making valentines.

Each was allowed to make as many as he liked to take home, reserving one to be placed under a plate on the dining table.

The mother hinted about a prize to be awarded for the neatest and prettiest valentine, the decision to be made by popular vote later.

There followed an hour of keen though happy competition, encouraged by a few suggestions made by the mother before they began work.

Showing them some simple ways to make valentines, she first cut a picture of a mother and baby, and two floral designs from a magazine. The former was pasted in the center of a piece of heavy white paper. Taking a sheet of the lighter weight paper the same size as the first one, she folded it twice, clipped scallops along the edges, and cut irregular notches along the folded sides. This, when opened, was a lacy frame and was pasted and laid at the outer edges of the heavy paper, forming an attractive border for the picture. The sprays of flowers were pasted in opposite corners and the valentine for mother was complete. The same was done for each father, with a man's picture as the central figure.

This was the simplest of the suggestions and was used by the younger children. The older ones expanded the idea by folding the original heavy paper like a book, cutting an opening in the outer layer, and pasting the picture on the inner sides so that it showed through. The lace paper border was again cut by some of the youngsters and pasted to the outside rim, making the valentine a bit more elaborate. Many had enough red cardboard left from which to cut small hearts and these were also utilized as deco-

rations. The bright envelope linings were used as additional backgrounds for the designs.

Other attractive valentines were made with odd envelopes and pictures. A colored print was found in an advertisement and cut just a little smaller than the envelope used. An opening was then cut in the front of the envelope ("windows," they insisted upon calling them), leaving about half an inch margin around the edge. The picture was slipped inside, the flap moistened and tucked in, the gummed edge sticking to the back of the picture and holding it fast. The picture thus framed in blue or grey, as the envelope chanced to be, alone made a gay valentine, but some of the children went farther, cutting lace borders and pasting them to the outside margin, and sticking small decorations along the sides or at the corners.

When a full hour had been spent, the mother asked each child to finish the card he was at work upon and put all the valentines on the living room table which had been cleared for that purpose. This done, the children were asked to see that all the scraps were on the newspapers, fold them up and put them in the large trash basket in the back hall.

It may interest mothers who dread giving parties because of the disorder it entails, to know that even with all the cutting and pasting, there was not a sign of the activities after the final gathering up of the papers. A few delinquents were checked up by the quiet remark of the mother: "Johnnie Smith may come over to our house any time he cares to and cut pictures. He is so neat about keeping the scraps on his newspaper." The few who were more enthusiastic than orderly, immediately took to "housecleaning," and the mother was obliged to amplify the invitation to include all the guests, for each was religiously keeping his clippings within the prescribed bounds.

After the materials were put away, a vote was taken on the merits of the various valentines, and it was a joy to witness the serious and impersonal judgments of the young competitors. The decision finally rendered, a small heart-shaped box of pure, hard candies was given to the little boy whose work seemed best. As an interesting sidelight, he instantly decided to take it home to his mother as an additional valentine to the one he had made for her.

The children selected and put with their wraps, the valentines they intended taking home. Each had made one for the table, and went alone to the dining room and secreted it under a plate there. Of course, there was a noisy and hilarious comparing of valentines and identifying their makers when the guests were seated, and one small lad was hugely concerned because he had been seated at the place where he had hidden his own valentine. However, an exchange smoothed out this minor difficulty.

This being an "after school" party, the mother provided refreshments which sufficed for the regulation evening meal, serving creamed chicken on toast, mashed potatoes, milk, raspberry jello and small heart-shaped cookies.

At this particular party, the small guests were not for a moment "entertained," in the sense of having someone amuse them, but they referred to it afterward as "our" party, evidently deriving a great satisfaction from the feeling that each had contributed personally to its success.

The suggestions, both for baby's valentine day and for big sister's, require time and thought, certainly, but a little intensive planning ahead of time preparatory to keeping youngsters happily employed, will prove time well spent, when you watch them grasp the ideas you have worked out, and see them busy and contented for long periods of time, with never the plaintive query of: "Mother, *now* what shall we do?"



# Points on Child Behavior<sup>\*</sup>

BY LAWSON G. LOWREY, M.D.

*Director, Guild Guidance Clinic No. 2, National  
Committee for Mental Hygiene*

## Pertinent Points for Parents

1. *Do I cause my child to be nervous?* (November.)
2. *Do I cause my child to disobey?* (December.)
3. *Do I cause my child to have temper tantrums?* (January.)
4. *Do I cause my child to be dishonest?*
5. *Do I frighten my child so he becomes timid and fearful?*

### IV

## Do I Cause My Child to be Dishonest?

By: *Lying to him?*

*Lying to others in his presence?*

*Overstimulating his imagination?*

*Evading his questions?*

*Telling him ANYTHING to get him to do what I want him to do?*

*Boasting before him of some dishonest practice by which I gained an advantage?*

*Refusing him most of the things he wants?*

*Dealing out harsh treatment for minor offenses?*

*Repressing all natural outlets for activity?*

*Shielding him from all consequences of his dishonesty?*

*Stealing, or actions which he interprets as stealing?*

*Making a hero of someone noted for dishonesty?*

## It is Remarkably Easy to be Dishonest, Even With One's Self

**T**HE habit of lying is always built up in response to the environment. Parents who are harsh in discipline, who do not stop to distinguish between the trivial and the great, between unavoidable mistakes and direct disobedience, who con-

stantly expect lying (usually because of their own), are apt to have children who lie. As between telling the truth, with consequent severe discipline, and telling a lie, which may carry through, which would be the common choice? Many lies are ex-



pressed in the cradle, as Mark Twain said. The unhurt baby cries for attention—and gets it; all sorts of reactions later develop.

Some lying has its roots in the imagination. The imaginative life of the child is highly developed. In his play he constantly builds up his inner fancies to a point where his desires and pleasures become real to him. So, too, can he deny the unpleasant, just by words of his own arranging. In these ways we get the erection of fabrications, usually pleasant, always expressing in some way underlying wishes. Usually his fabrications are such as to give the child some feeling of superiority to his fellows.

There are here two types of untruths. First, there is defensive lying aimed to protect the individual from consequences. This often tends to shift blame to others. The other type is the fabrication—a built-up picture, a projection of wishes and desires into realization in *words*, which if repeated often enough, bring firm belief. Both these types occur at some time in practically all children. Wisely handled, with a minimum of emotion, and fear-provoking methods, they soon disappear.

Never provoke defensive lies. It is quite unnecessary. The imaginative lies indicate things wanted by the children. These or some other *real* outlet, should be provided. Normally, fabricating ceases with the development of realistic life. It is not necessarily undesirable.

Stealing has many meanings. The small child has little realization of "mine and thine." It must be built up in him slowly and patiently. In this period he takes what he desires—hardly stealing. Later, bolder children may resort to the same method of fulfilling desires. Here the training patterns established by the parent are especially important. Children steal because they are expected to; because of urgent physical needs; to gratify desires; because of buried conflicts and tensions that are relieved by the act; to revenge themselves on parents or others; because they are trained to do it, either by example, or because this is the only way they can get things at home; or to obtain means of ac-

quiring the respect of their companions.

One boy steals only food (he once stole and ate a whole fruit cake), or money which he promptly spends on food. This habit is related to a physical disorder which is characterized by enormous food needs, and this is the only method the child finds for his satisfaction.

Another boy comes from a hard-pressed family. His father is an inefficient worker. An older brother is a thief. The boy is fully aware of the family difficulties. In school he is viewed askance and is expected to steal and lie. He does. He has ample patterns and very poor training in ethical standards. As he is slow in learning, he is denied the compensation of superior performance in school. Being strong physically, he is quite a bully. To escape his school discomfort and to demonstrate his independence, he plays truant. Lying gets him out of uncomfortable situations. Further, extravagant stories of his prowess and adventures gain much attention and admiration from the other children. His ability at stealing also excites their admiration, particularly since he spends his gains on them, thus making a great splurge. And so the vicious circle of evasion, lying, stealing goes on, giving him the satisfactions denied through more legitimate channels.

Another boy disapproves of a number of things his father does. He feels himself neglected and unwelcome in the home, as he undoubtedly is. He sometimes steals things he wants but cannot get from the father, despite an ample income. More frequently, however, he steals things he does not want because "father will have to pay for them"—a clear example of the revenge motive.

A girl of seventeen is troubled at times by "bad thoughts." She becomes rapidly more tense, somewhat unclear in her mind; feels compelled to "do something." Usually she takes some object. The doing and the risk produce some emotional excitement. Afterward she is clear and calm. Here an emotional complex, having nothing to do with stealing, determines the activity. Stealing is a substitute act for discharge of emotion.

\*Mental Hygiene Bulletin.

# Are You Crippling Your Child?

BY CATHERINE ADAMS

"I SHOULD say not," you indignantly reply. "Why, I wouldn't harm one hair of my child's head!"

Granted! No question but that every hair of his head is intact. In all probability you are building clean flesh and a fine, upright little body. But—is his disposition in any danger of becoming as deformed as a pair of bowlegs? Is there any symptom of his becoming a moral hunchback? Any sign that his progress may always be impeded by that dread paralysis—fear? Any indications of rickets in that little soul?

Since our perspective of the neighbor's children is always a little better than that of our own (we are a little too close to the latter, you know, for good keen vision)—let us diagnose a few typical cases. If, by chance, you recognize any symptoms, remember an ounce of prevention is worth a pound of cure.

Before I launch into this article, however, I want to tell you the incident which prompted its writing.

In the sun room, just off the maternity ward of a big hospital, were two people, a stranger, standing with his face to the window, and myself. A muffled cry of pain from behind a closed door down the hall, and the man turned, his eyes wide with suffering, his face convulsed with anguish. "O God, isn't it awful the way babies get into this world?" burst from his white lips. I nodded in silent sympathy.

Down went the bars of convention! In the face of suffering they cannot stand. This man and I were strangers no longer!

"Yes, it's our first," he choked out. "No, it doesn't matter! I—I did want a boy, but now I don't care. Just so," his lips quivered, "just so—she comes out safe—and it's not a cripple!"

Have you been through it? Then you know and understand. Nothing does mat-

ter, save that the mother, who goes down into the Valley of the Shadow for that little bit of our own flesh and blood, comes safely back to us, bearing a new little life that is whole and sound. If God will but grant our prayer—at that high moment—we dedicate our lives to the keeping of that child perfect—always.

And then what?

One year later I went to see the proud parents of the baby boy born that day in the hospital. I found two wilted slaves—and a child with the most perfect lungs and the loudest voice that I had ever heard. Perfect? Yes—a perfect tyrant! They followed me to the door upon leave-taking, with "Junior is terribly stubborn. He inherits it from his grandfather."

"They've certainly shot that child's disposition to pieces," I thought. The words came back, "Just so it's not a cripple!" They hadn't waited a year to do what they asked the Lord *not* to do—cripple their child! But at that, are they so different from the rest of us?

Failures, however, are God's way of educating us—so let's go ahead and talk about the neighbor's children.

Little Jim and Jane are being taught that the sun, moon and stars twinkle exclusively for their benefit. One day I dropped in to see the family. Jim was walking about on the top of the grand piano, and Jane, not to be outdone, was traversing the topmost rail of a huge buffet. My call did not hamper either of them in their play. Finally the mother remonstrated gently. "Jimmie, you'd better climb down. We're going over to grandpa's pretty soon now. What would he say if you climbed on his piano?" "Hmm," Jimmie replied, "Don't you think I know whose piano I can walk on?"

Not all his mother's friends are so

plainspoken as the grandfather. Such injudicious indulgence, explained as patience, is simply nothing but a lack of force. Every child is the sum of its teachings. Good is what parents permit; bad is what they forbid. Permit your child to be a bandit in regard to other people's rights and property and harder knocks than any parent could administer are ahead of him. In the meanwhile, think of the fine associations they miss, which would advance their development.

"I get so sick and tired of hearing, 'let Mary have the lead' that I don't know my name! She's first in school, in church, every place! I guess some of the rest of us can do something besides Mary." I brought this torrent of wrath upon my head by suggesting that Mary play the accompaniment for us in a program. "Elizabeth's right," spoke up the mother. "The way that child is pushed to the front is shameful."

Now the town knows that Mary has practiced on the piano two hours every day for seven years. She is a musical prodigy, but as usual, there is a mother behind to prod the prodigy.

Here was a chance for that mother to bring home to her little daughter the truth that we are all drifters—till we decide upon a definite goal in life. Instead of teaching her that success waits outside the door for anyone who will work as hard toward one definite goal as Mary had done; instead of explaining that we get what we deserve in this world—she is fanning into a burning blaze the spark of jealousy. She is crippling her daughter's advance in life by encouraging thoughts of hatred, malice and selfishness.

And then there's "Beat Us," a grown-up child today. His name dates back to school days, when he played "Keeps" so successfully that he was rechristened. He tells his own story:

"Pa was so tight with us kids that he wouldn't give us a nickle of spending money when we went to school. We always kept a big bunch of cattle on the farm, and when we'd hear the neighbor was going to ship we'd just run out a young steer, after

dark—a good ways down the road, so pa wouldn't see—and next morning we drove the critter on up to the neighbor's. He weighed it, shipped it with his own bunch, and gave us the money. Yes, we got by all right—but believe *me*, I'll never be that tight with *my* kids."

And he isn't. But to-day, when we have business dealings with "Beat Us," who played "Keeps" for marbles because his dad wouldn't give him a dime—our motto is, "Watch your step, for he's a skinner."

Who is to blame, I ask you, if "Beat Us" is crooked to-day? Aren't we paying taxes for the upkeep of institutions (our reformatories and penitentiaries), filled with just such mistakes as these? If there is an atmosphere breeding dishonesty in your home—open wide your doors and windows—and air it out.

"I admit I am a failure in life," another grownup child confessed. "Sometimes, however, I wonder that I've done as well as I have. I hated the farm, and my childhood was full of dreams of what I was going to do when I got away. For nineteen years, if I aspired to do anything other than plow a good straight furrow, I was told I didn't have sense enough to pound sand in a rat hole. 'Get them ideas out of your head.' I heard it from morning till night."

What chance did he have to succeed when his parents had paralyzed the finest part of his being, his hopes, his aspirations? Why should the world believe in him, when his own father and mother placed no valuation upon him? What right does any parent have to even try to turn his child out of the same mould as himself? Are we so far ahead of the Indian who fastens a board against the child's head when it is born, so that it will always stay flat?

Last year I learned to know the daughter of two brilliant parents. In spite of the fact that she is beautifully educated, she is a colorless girl, inclined to be taciturn, and devoid of personality. But underneath that outer crust there is the same fine mind as her mother's. When Booth Tarkington's article, "Why We Behave Like Idiots," appeared last year, she confided to me, "It

just hits me. He says it is because we are so self conscious. Do you know that I'm just naturally so scared around people that I'm tongue-tied?"

Why is this girl a nonentity? In that household she has always had to take a back seat. The brilliant mother has always held the center of the stage. She has thought for her children; she has talked for her children. And the very souls of her children are starving from a lack of expression.

Our hope of the future is the brilliant parent. But he must think of himself as a grand old tree. If his roots are robbing the saplings of needed nourishment; if his branches are overshadowing them, cut out the encroaching roots and prune back the branches. There is room for both the young and the old. And if your brilliance is interfering with your child's growth—then sacrifice it a little. Prune it back, and we won't have to say of your child, "He lived with his parents too long."

This business of raising children is the biggest and hardest in the world. Don't I know that mother gives her health, her beauty and her strength to it? Don't I

know that father has reason for being tired, discouraged and heartsick, at times? And what do they ask in return? Nothing—but that tomorrow—the child shall be a good citizen.

But what does it mean to be a good citizen? It means among other things that your child shall be able to earn three meals a day. Are you giving him a chance to do this honorably, if your training is making of him a moral hunchback? It means that he must be a future parent. Is your present training so deforming his disposition that your future son-in-law or daughter-in-law can't endure life with him or her? In other words, are your grandchildren going to figure in the divorce court because of your training of their father and mother?

It means that your child must battle with the drudgery of democracy. What chance are you giving him to win in the fight for big issues if you have paralyzed him with fear?

If Luther Burbank could work twenty years to take the sting out of a cactus, can't we devote twenty years to training the child plant toward its best development?



*The children of Fifth Grade, Central School, Faribault, Minn., as they appeared in a play which they put on. This health play was written during language lesson by the children themselves. They assigned the characters, designed the costumes and helped make them. Characters are King Health and his assistants, Doctors Play, Rest, Sunshine, Fresh Air, Good Food, and Milk, the Calorie Kid, Johnnie Tooth Brush, Dame Nature with her basket of fruit and vegetables, the Sunshine Fairies, Nerves and Muscles and, to point the moral, Scarecrows (the children who do not obey the rules of hygienic living). It was all very cleverly done. The playlet was put on at an evening meeting which we held to raise our share of the P. T. A. Welfare Fund—a fund to which our school nurse has access when she finds a child badly in need of dental care or needing glasses and unable to procure them. Again the play was presented when we celebrated Child Health Day.*





Scene from Children's Theatre of Oak Park, Illinois, playgrounds. The casts are from the two plays, "The Beau of Bath" and "Ashes of Roses." There are monthly performances throughout the year, and at Christmas time the children appear as well before the churches, clubs and schools of the community. The demand for the plays is heavy. The children are not only grounded in an appreciation of dramatic literature and in the first principles of dramatics, but are given lessons on color values and stage settings. Mrs. Joy Crawford is dramatic director and Miss Josephine Blackstock is superintendent of the playgrounds.

## Recreation

CONDUCTED BY J. W. FAUST

Playground and Recreation Association of America  
National Chairman, Committee on Recreation

### Play Production

THIS is the season when many Parent-Teacher Associations and high schools decide, "Let's give a play." The following practical suggestions for production have been taken from "Community Drama,"\* by courtesy of the Century Company. This material has been prepared especially for amateurs who are making early attempts in one of the most expressive fields of recreation—the drama.

#### Choosing the Play

The first difficulty is the selection of the play. There are four definite points to be considered in selecting a play: (1) the ability of your actors, (2) the facilities which are at your disposal for staging the play, (3) the kind of audience before which you expect to play, and (4) the quality of

the play itself. These considerations have a bearing in determining whether the play shall be a one-act or a long play.

The one-act play is the form most in use in community theatres. It is the "short story" of the drama, and a program of three or four one-act plays will make up an evening's entertainment. These plays should be chosen with great care, a comedy always being placed with a more serious play. Where a long play is too short a one-act play may be used as a curtain-raiser. In clubs, dramatic societies and school groups the one-act play has won great favor. Where three or four one-act plays are given in an evening they may be produced by one director or each play may have its own director. They may be acted by one group of people, or four different

\* "Community Drama," prepared by the Playground and Recreation Association of America, is published by the Century Company, 353 Fourth Avenue, New York City, price \$2.00. It answers all the Whats, Whys and Hows of community organization and dramatic production in simple, detailed and untechnical style with many enlightening charts and pictures. There are programs and festivals for special days, plans for parties and stunts, a classified list of worthwhile plays and a bibliography of works on costuming and production.

groups may participate. It is this flexibility which makes the one-act play at once so interesting and so useful.

The long play is usually chosen by amateurs who have had considerable practice. It is far more difficult to sustain a character through three or four acts than during a play of twenty or thirty minutes. The long play has the advantage over the one-act play in the matter of stage settings; short plays are often prohibitive for amateur groups because of the difficulty of supplying three or four different sets of scenery. Long plays are usually set in one or two places.

Whether a one-act or a long play is selected, it must be a *good* play and one worth producing. Vulgarity, inanity and triteness are to be avoided in the drama, which is a direct interpretation of life. It is a wonderful experience to present on the stage a piece of vigorous thinking and see the reaction which comes from the audience. People want their understanding satisfied, and there is far more understanding abroad than is usually supposed.

Walter Prichard Eaton has said: "What I would like to preach to all amateurs in doubt about the choice of a play is confidence; confidence in your own powers, confidence still more in the power of fine drama. An idea to banish as quickly as possible is that a poor, stupid, tawdry play is easier to act than a good one, or that it is more fun, either for you or your audience."

### Organization

Even a small production should be thoroughly organized, not only for the efficiency and success this insures, but for the training given the group. This is especially important in community drama where the purpose is to arouse a wider interest and desire for permanency.

The staff should in general consist of a director, a stage manager, business manager, property manager, costume manager, light manager, and a scenery manager.

**The Dramatic Director.**—The dramatic director is a factor of primary importance in play production. If possible, therefore, the services of an experienced director

should be secured. A well-known leader in the field of community drama has said that even in instances where very limited funds are available the expenditure of this money for a good director will be the best possible investment. Naturally the volunteers who work with such a leader themselves receive invaluable training and can in turn train others.

It is important that a director shall be chosen in whom the committee will have confidence and to whom they can give absolute power. The director must be the ruler of a performance if it is to be a success. He should not act in the play.

The director should be a person of great tact and creative ability. The element of community leadership as well as the requisite dramatic equipment is essential. He should be able not alone to direct the play production, but also to stimulate the creative cooperation of those in charge of scenery, costumes, and music; for by calling into play creative faculties which are perhaps dormant, real community dramatic development is made possible.

Emerson Taylor says of the director: "Assistance he must have, but never interference. Choose somebody for the position in whom entire confidence may be placed and then let him go ahead with a free hand."

**The Stage Manager.**—The stage manager often acts in the capacity of assistant director. It is his duty to be present at every rehearsal and to be as familiar with the play as the director himself. The stage manager holds the prompt-book and takes careful notes upon all the stage business so that he will be able in the absence of the director to take charge of the rehearsal. In fact, it is he who conducts the dress rehearsal while the director criticizes from the front of the house. The stage manager will arrange the hours for rehearsal.

**The Prompter.**—When the duties of the stage manager are too heavy a prompter is appointed. Good prompting consists in the prompter's preceding rather than following the actor. To do this it is necessary to keep the finger running continually along the text with occasional glances to see

if the actor needs steadying. This is a position which requires experience, or if not experience, it requires habits of promptness and accuracy. The prompter should sit beside the director in rehearsals; his eyes should never lose touch with the book.

**The Business Manager.**—The business manager attends to the rental of the theater, the sale of tickets, the publicity for the play, and all other matters referring to the "front of the house."

**The Property Manager.**—The duty of the property manager is to gather together all objects used in the stage-setting which do not come under the head of scenery or costumes. He sees that these objects are in the correct place on the stage or in the hands of the person who is to use them. Personal properties, such as an eyeglass or a fan, are often provided by the actor, but it is always well for the property manager to note that they are on hand when needed. A list of all properties is made by the property manager.

**The Scenery Manager.**—The stage carpenter and his assistants take charge of the scenery. In community dramatics the scenery manager appoints as his assistants people interested in architecture, painting, designing, and carpentry.

**The Costume Manager.**—The costume manager has complete charge of all costumes. In the case of amateur dramatics a woman is usually chosen to fill this post. It is well to choose some one having a natural taste for designing and dressmaking. It is her duty to see that the costumes of every member of the cast are complete in every detail, to return such costumes as may have been borrowed, and to catalogue the costumes that are owned by the group.

**The Lighting Manager.**—When the play is given in a theater, the lighting is in charge of the theater's electrician. When the play is produced in a hall or club, the lighting problem should be placed in the hands of a member who has some knowledge of electrical equipment. There is always the opportunity to render assistance in the interpretation of the play through the use of proper lighting.

## Rehearsing the Play

**First Rehearsal.**—At this time the play is read by the director and the cast selected. If time permits, there may be try-outs, and this seems to be the most satisfactory method of casting. Sometimes it is advisable to call another rehearsal a few days later, after the players have had time to study their parts. It is well to have two or three conscientious judges to assist the director in selecting the players, who should be judged on their ability and fitness for the parts they are portraying.

**Second Rehearsal.**—As this rehearsal is for position, it should, if possible, be held on the stage to be used; if not, in a room marked out with the same measurements, the actors taking the same position with reference to the audience. The players read their parts, learn entrances, exits, positions, and something of their general movements. The entire play is gone through in this way. One good rehearsal should be sufficient for each act. The players may then learn their parts without bothering about these mechanical details.

**Third Rehearsal.**—One act is taken at a time and rehearsed until fairly perfect, although it is possible to run through the others occasionally. Not until the players discard script is real business attempted, so this should be done as soon as possible, by the third rehearsal, at least.

The second step involves rehearsing for "texture," i. e., vocalization, gesture, phrasing, emphasis, expression, and the like. When the players are well fixed in the interpretation of their parts or "texture," they are rehearsed for "atmosphere;" this involves the process of making the lines appear as the spontaneous speech of the players, not mere words learned by rote. This is the most important stage of rehearsing, for upon it depends the effect of reality and truth to life experienced by the audience.

The last stage is the rehearsing for "tempo." Some parts need speeding up and others slowing down, while the whole must be brought into perfect harmony. Every play has a certain rhythm of its own

which must be determined and carried through in the final presentation. A farce, for example, is played in a happier, quicker tempo than is tragedy or even high-class comedy. The theme also enters into the determination of the tempo of the play. In this connection it is well to remember that the various steps of rehearsing suggested are worked out in definite sequences. It is useless to try to teach business or characterization or to instill atmosphere until the players know the mechanical details of entrances, exits, crossings, and positions and can remember their lines. The grasp of tempo will not come until there is no further thought of business or lines. The director's rule then must be to proceed from the general to the particular and to conclude by binding both these into a unified work.

Dress Rehearsal.—This is usually held

the day or evening before the performance and should be staged just as it is to be given to the public. All lighting should be rehearsed before the dress rehearsal and the scenes set and shifted so that no time will be lost between acts. Performances should be timed at all these trials so that they can be speeded up, if necessary. Business should not be changed after the last two or three rehearsals and never at the dress rehearsal.

No hard and fast rule can be laid down regarding the number of rehearsals needed. While the danger usually lies in holding too few rehearsals, there are occasionally instances in which too many have been required, with the result that the actors have become stale. It is generally felt that twenty-five good rehearsals are sufficient for a four-act play, five to ten for a one-act play. Two rehearsals a week are better than one, three than two.

## LAUGHTERTOWN

BY KATHERINE D. BLAKE

**O**h, show me the road to Laughtertown,  
For I have lost the way!  
I wandered out of the path one day,  
When my heart was broke and my hair turned gray  
And I can't remember how to play,  
I've quite forgotten how to be gay;  
It's all through sighing and weeping, they say.  
O, show me the road to Laughtertown,  
For I have lost the way!

**I** used to belong to Laughtertown,  
Before I lost the way  
For I danced and laughed the livelong day,  
Ere my heart was broke, and my hair turned gray;  
So it ought to be easy to find the way!  
But crying has made me blind, they say,  
And still towards Teartown my sad feet stray.  
Oh, show me the road to Laughtertown,  
For I have lost the way!

**W**ould ye learn the road to Laughtertown,  
Oh ye who have lost the way?  
Would ye have young hearts, though your hair be gray?  
Go learn from a little child each day,  
Go serve his wants, and play his play,  
And catch the lilt of his laughter gay,  
For he knows the road to Laughtertown,  
O ye who have lost the way!



# Safety

Conducted by the Education Division,  
National Safety Council

## Dangerous Living

BY FRED EASTMAN

*The Professor Discusses Safety Principles with the Safety Worker and Loses  
Some of His Cherished Notions of "Safety First"*



My friend, Albert Whitney, annoyed me the other day. He reached into my mind and destroyed a cherished idea. We were on a train together, and I simply made a remark and asked a few questions. The idea had to do with the safety movement. He is one of the officials of that movement. I knew, or thought I knew, that the safety movement preaches safety first. Everyone knows that—except Whitney. Now that phrase, "Safety first," has never appealed to me. It seems a weak and almost cowardly slogan, not one to fire the imagination of a venturesome spirit. The most worthwhile way of life is not the safe way, but its opposite, the dangerous way. My heroes have scorned safety and dared the unknown. I remarked something of this sort to Whitney as we settled ourselves in our seats.

"Precisely," he agreed. "That is what we believe in who are trying to guide the safety movement."

This made me a bit dizzy. It seemed impossible to believe that a leader of the safety movement could, without hypocrisy, advocate dangerous living.

"But you have told me," I protested, "that 89,000 people met death accidentally last year in America. I thought that you safety people were trying to cut down on the dangerous living business."

"We are."

"Well, then—?"

### Good Adventures for Poor Ones

"We are not trying to remove all the dangers from life. That would be impos-

sible and to some extent immoral," he replied. "What we want to do is to substitute good adventures for poor ones."

"That sounds well," I said, "But just what does it mean? And how do you reconcile that idea with your slogan, 'Safety First'?"

He winced a bit at the mention of that phrase. "That slogan is perfectly good in the railway and industrial field where the safety movement began some sixteen or seventeen years ago," he said. "At that time we were largely concerned with the prevention and elimination of railway and industrial accidents to adults. A better slogan for educating children would be, 'Safety for Better Adventures.'"

"What adventures, for example?" I asked.

"Why," he explained patiently, "explorations, camping expeditions, and no end of thrilling times in the woods and mountains and on lakes and rivers. If a child loses a leg or an arm in a traffic accident, or puts his eyes out with firecrackers, he cuts himself off from so many of these more interesting adventures. We try to show human life as a precious thing. All human life—of the poorest and most humble as well as of the great—is worthy of respect and care. Life, for every man, woman, and child, should be the great adventure. It is a ship bound for a distant port with cargo that is valuable. If the ship takes chances with such things as little leaks or broken pieces in its machinery it may lose out on its big adventure of crossing the ocean."

"That is all right in theory," I said. "But how would you go about it to make it clear or persuasive to children?"

He pointed to an item in the evening paper about the death of a well-known daredevil.

"To teach a child not to throw banana peels upon a sidewalk is a negative and inhibitory process if we do it only by saying 'don't.' To make him see the why of it and to want to throw them in a basket is the real problem. For instance, we could take this story in the paper. Most school boys know that daredevil. He went over Niagara Falls in a barrel. He swam streams that the strongest of men seldom venture. He might have used his strength and courage some day to achieve some great feat for the benefit of humanity. But here the paper tells us that he slipped upon a banana peel a few days ago, broke his leg, and died from blood poisoning when the leg was amputated. He may not be the best of examples, but suppose it had been Richard Byrd, or Amundsen or Lindbergh, or some other great explorer. What a loss so little a thing as a banana peel could have caused! Then how much better to throw such things in a basket instead of upon the walks or the ground."

### Making Fears Useful

"Then you safety people are not trying to scare us into watchfulness by playing upon our fears?"

"Not at all," he replied with emphasis. "We try to turn the fears of children from being their masters to being their slaves."

"A child soon learns to fear fire, but unless he is taught *properly* the fear of fire may cause him simply to run in panic or to do some silly thing like jumping from a window. The teachers of safety try to connect the fear of fire with a definite set of activities of a useful sort, such as calling the fire department by telephone, or ringing in an alarm of fire, or pulling others out of danger. A small colored boy of Springfield, Massachusetts, had been well taught by a teacher who worked out a project in the conquering of fire. Along with his class he had gone to

a fire station and had been shown how and when to send in an alarm of fire. One day a fire broke out in his home. His mother lost her head and stood in the center of the room crying. But the boy ran out, sent in an alarm of fire from the nearest box, waited for the fire engines to come, and directed them to his home. You see, the lad's fear of fire did not master him as it did his mother. He made it serve him, for he had learned to harness it to his legs and make it carry him to the fire alarm box without the waste of a moment of time. Just so we have learned to take the other fears of a child—the fear of water, of blood, of pain—and make them his servants rather than ogres to frighten him."

The high-souled men and women, who are not afraid of taking a chance of the right sort, really succeed, and they are the ones we admire most. Adventure always has been and will be the one particular quality that gives a flavor to life, and true adventure necessarily involves danger. The kind of safety that we want to teach children is the kind that selects the right dangers and avoids the useless and futile ones."

### A Contrast in Adventures

"But how can you teach them which are the better dangers to select?"

"Any normal child is thrilled by the adventures of a Livingstone in Africa, or of a Gladstone or a Lincoln in politics, or of a Galileo in science, or of a Columbus in navigation, or of a Jane Addams in social work, or of a Steinmetz in invention. Picture to a child such adventures in contrast to the adventure of carelessly crossing a street in the midst of traffic and waking up in the ambulance—and there will be no doubt which adventure he will choose."

"What other contribution do you see yourselves making to education in America?" I asked.

"Well, what do you think our educational system most needs?"

This was a large order, but I hazarded a guess based on my own experience and

observation. "It seems to me," I said, "that the worst charge that can be brought against our present system is that it seems to get nowhere. It teaches children a variety of subjects without giving them an attitude toward life itself. It trains hands and feet, eyes and ears, muscles and brain. But it doesn't coordinate them or direct them to any common purpose."

"That's it!" he cried. "And don't you see, that is just where we can be of most help if they will let us? We can, we must, teach children that the best life is not accidental, but purposeful; that they must plan their course, not leave it to chance."

### Defining an Accident

"The word 'accident,'" he said, speaking slowly as if he were explaining the thing to a child, "means something that 'falls across.' Fall across what? Evidently some orderly procedure, for if there were no order there would be nothing to distinguish an accident from any other happening. An accident implies order in the universe. An accident is something

that balks the order in the world, and safety is something that lets it have its way. Order implies purpose. Unless we can persuade children that this world we live in is an orderly world, that purpose underlies it, and that they must take for their lives purposes that harmonize with the deeper purposes of the universe, we have not educated them. For in the last analysis that is what education is: adapting one's own life to the larger life in which he lives. It is in that direction—purposeful living—that our education must go. That, I hope, will be our next contribution to it. If we in the safety movement, and the educators, and the preachers, and the others who care, will work together we can perhaps free our children from the host of accidental dangers and steer them into the better and purposeful adventures."

Our train had arrived at our suburban station. I hadn't read much of the evening paper; I had lost my cherished idea, and I had heard strange talk of safety education for dangerous living!—*Reprinted by permission from The Christian Century.*

## WHERE FATAL ACCIDENTS OCCURRED IN 1926

### AT HOME

24,000



### ON THE STREETS-AUTOS ONLY

23,000



### IN INDUSTRY

24,000



### ELSEWHERE

19,000

DROWNING  
FALLS  
FIRES  
FIRE-ARMS  
ELEVATORS  
ETC.

NATIONAL SAFETY COUNCIL  
-1926-  
C. E. ROBB

## WHAT TO SEE

BY ELIZABETH K. KERNS

*National Chairman, Motion Picture Committee*

### FAMILY:

A

The Gorilla (Charlie Murray)—First National. 8. (Too exciting for children.)

The Harvester (Natalie Kingston)—Film Booking Office. 7. (Of no interest to children.)

Her Wild Oats (Colleen Moore)—First National. 7.

Lonesome Ladies (Lewis Stone and Anna Q. Nilsson)—First National. 7.

Patent Leather Kid (Dick Barthelmess and Mollie O'Day)—First National. 8.

\* J Peaks of Destiny (A story of the Alps—U. F. A. Prod.)—Paramount. Famous Lasky. 6. Shepherd of the Hills (Charles Rogers)—First National. 9 (From the story by Harold Bell Wright.)

Sorrel and Son (H. B. Warner and Phyllis Haver)—United Artists. 8. (From the novel by Warwick Deeping.)

The Spotlight (Esther Ralston and Neil Hamilton)—Paramount Famous Lasky. 6.

J That's My Daddy (Reginald Denny and Lillian Rich)—Universal. 6.

J Two Flaming Youths (W. C. Fields and Chester Conklin)—Paramount Famous Lasky. 6.

B

Polly of the Movies (Gertrude Short)—First Division Production. 7.

J The Wreck of the Hesperus (Virginia Bradford and Allen Hale)—Pathé. 7.

### WESTERNS:

Flying Luck (Monty Banks and Jean Arthur)—Pathé. 7.

Open Range (Betty Bronson)—Paramount Famous Lasky. 6.

The Wagon Show (Ken Maynard)—First National. 7.

### ADULTS:

A

If I were Single (May MacAvoy and Conrad Nagle)—Warner Bros. 7.

The Love Mart (Billie Dove)—First National. 8.

Man Crazy (Dorothy Mackail and Jack Mulhall)—First National. 6. (From the Saturday Evening Post story "Clarissa and the Post Road.")

\* Sunrise (Janet Gaynor and George O'Brien)—Fox. 10. (From Sudermann's "A Trip to Tillset.")

B

Good Time Charley (Warner Oland and Helene Costello)—Warner Bros. 7.

### SHORT REELS:

Exploring England with Will Rogers (Humorous Travelogue)—Pathé. 1.

Injun Food-Moods of the Sea (Scenic and fishing)—Educational. 1.

The Twenty-four Dollar Island (Unique shots of the lower portion of Manhattan Island, photographed by Robert Flaherty, who made Nanook of the North.) 1.

### SPORTS:

Bucking the Handicap (Grantland Rice Sportlight)—Pathé. 1.

\*—Especially recommended.

A—Good.

B—Harmless, but inferior as to plot and production.

J—Children under fourteen.

Family pictures are recommended for the family and children of twelve years and over.

Adult pictures are recommended for those of mature viewpoint and experience.

Figure to right indicates number of reels.

## The Movies

BY MRS. W. C. BRYANT

*San Diego, California, Council Film Chairman*

THE Movies have come to stay, there's no denying that, and if your children are like all other children, they will want to see the movies the other children see. The appeal of the films is universal, and whether it is because, as cynics tell us, they are designed to fit the twelve-year-old intelligence, or because their occasional glimpses of beauty and imagination touch old and young, the liking for them is there.

Children love entertainment, and more's the pity that many of us no longer make the effort to provide it at home. Not that father and mother can offer anything to compete with continuous vaudeville, or thrilling "westerns," especially if the children have been allowed to reach that sated condition in which everything must have a "kick" to revive their bored interest; but happy indeed is the family that can find its



enjoyment within its own four walls. Those games of checkers and dominoes and authors that father and mother enjoy with the children after the dishes are done, the evening paper read, are worth incalculable miles of movies, and there are chances for lessons in manners, in playing fair, in being good sports, that the movies never can offer.

**T**HE fact remains, that your children being ordinary human children, still demand movies. How many fathers and mothers go with them? Do you know what sort of pictures they see, what sort of company they go with and whether they come right home afterward? If your contribution to your child's movie experience consists solely in handing out the money, letting them go when and where they will, you are making a grave mistake. Why not make a gala event of it for the whole family? Wait for a good picture, talk it over beforehand, and by all means afterward. The newer psychology teaches us that children learn by thinking, not only by

feeling. See that your boys and girls get some opportunity for mental development from the pictures they see, and that "going to the movie" isn't merely an emotional orgy. Any thinking adult who has ever witnessed a crowd of shrieking, screaming children following the humorous or exciting adventures of their movie hero, must realize that there is something abnormal about it, and that these children are dulling their appreciation of what is truly interesting.

If you have a neighborhood movie, keep in touch with your exhibitor. Ask for pictures you know are good; when he offers good, clean entertainment, patronize him, and if his programs do not please you, tell him so, as well as when they do. The neighborhood theater shows what its patrons demand and the posters in front of it are a fair index to the class of its patrons.

Movies are now an accepted part of child life; under right conditions they contain great powers for beauty and for good.

## Suggestions for Founders' Day Programs

BY MAUDE BACKS

*California Fourth District Department Chairman of Founders' Day*

The birthday anniversary of the National Congress of Parents and Teachers occurs on February 17th and commemorates the founding of the Congress in Washington, D. C., 1897. The anniversary has been observed each year since 1910, in accordance with a vote passed that year in an annual convention.

The following suggestions should be brought out in the history of Founders' Day:

### PURPOSES OF FOUNDERS' DAY

1. To come in closer touch with the National Congress.
2. Learn its history and growth.
3. Learn its value to the home, school, church and community.
4. Create a greater feeling for the National organization.
5. Impart information regarding the founding and workings of the National.

(a) Learn about the founders and their associates.

(b) Learn of their high ideals and work.

6. State its value to child welfare.

7. Importance to education and social life to our country.

8. Review results already obtained.

9. Discuss possibilities and plans for future development and service to national, state and local work.

10. An opportunity for a special gift for National extension work.

(a) Each state is allowed to keep one-half the gift, to be used by the state for extension work.

### REFERENCES FOR MATERIAL

National pamphlets.

1. "Its History, Organization, and Program of Service."

2. "Memorial Tribute to Mrs. Theodore W. Birney and Mrs. Phoebe A. Hearst."

3. "Child Welfare Day, (Founders' Day), February the seventeenth. History and Significance."

### PROGRAMS

I. Follow outline as given, brief sketches:

1st member, outline of Mrs. Birney's life.

2nd member, outline of Mrs. Hearst's life.

3rd member, sketch of first meeting, in Washington, 1897.

4th member, sketch relations to home, school, church, etc.

5th member, what it has accomplished.

6th member, what is being done.

7th member, what is to be done in future.

Founders' Day Song. Birthday cake and collection.

II. Home Coming (for just a few past presidents.)

Song.

Article on Founders' Day (read or given).

Each past president is introduced (by chairman).

Past president gives a brief outline of important things accomplished during her term of office, then lights a candle on the cake.

Auction the cake, proceeds birthday gift.

Founders' Day Song.

Home Coming (large number past presidents).

Song.

History of Founders' Day (read or given).

Past presidents seated in a semi-circle on the stage, or front of room. Birthday cake in front of them.

Have a paper prepared with the most important activities of the past presidents given in order.

When the past president's name is mentioned, with date of her term of office, she rises and cuts a slice of cake.

Song, "Founders' Day."

Sell each slice of cake for ten cents for the gift.

III. Patriotic Program.

February patriotic month, Washington, Lincoln and Founders' Day.

Patriotic song (America).

Flag Salute.

School children present a reading, paper or read articles about these two men.

History of Founders' Day.

Songs.

Pass imitation birthday cake for the collection.

Let children who took part on program light candles.

IV. The Pageants.

National has prepared a pageant.

Local may work one out to suit your Parent-Teacher Association.

V. Just an ordinary meeting.

Song, "Founders' Day."

Founders' Day History.

Have two pillars, one small with small light on top to represent the spark of interest kindled in 1897. Large pillar with large light on top representing the beacon light of 1928.

A silver tea may be served for your gift.

VI. Question Box, or Round Table.

Prepare questions on Founders' Day.

Members prepared to give history when question is read.

Song, Founders' Day.

Instead of pillars, use evergreen trees with lights at the tops.

May use four trees representing home, school, church and community.

Auction birthday cake. All bids only ten cents. First bid, ten cents (which is collected by one of the ushers). Second bidder raises it to twenty cents, pays usher ten cents, third thirty cents, pay ten cents, and so on, until secretary calls time.

Before the meeting the President and Secretary have decided in secret just the length of time the auction is to last. When time is up the last bidder receives the cake for ten cents.

VII. Your Founders' Day program may have a National, State, District, City Council and Local speaker; let each speaker give a brief outline of their work and relation to each other.

Songs.

May take gift from treasury. Serve birthday cake to each guest.

VIII. Fathers' Night.

Allow the fathers to take charge of the program, giving Founders' Day history. Let them plan for the birthday gifts, songs, decorations and refreshments.

IX. Plays—"Birthday Party."

Let your Parent-Teacher Association present a play telling the history of Founders' Day.

Charge admission, take birthday gift from money received.

X. Councils are urged to celebrate Founders' Day.

Song.

Flag Salute.

History of Founders' Day. (Speaker's closing remark could be, "At this meeting 1897 the tiny acorn was planted.")

At the close of your program have an oak or an evergreen tree and present it to some park or school. Let the speaker refer to the tiny acorn as the mighty oak of 1928.

The tree may be dedicated to the Founders, Child Welfare, or Parent-Teacher Association.

*"We can none of us hope to seem perfect to our children for the simple reason that we are not perfect. But we can hope to seem to them something that is better than perfect, and that is honestly endeavoring to live better each day than on the day before."—DOROTHY CANFIELD FISHER.*



*The supervision of the health of infants and pre-school children is a health board function which no community should lack.*

## ~ The ~ First Line of Defense

BY RAYMOND S. PATTERSON, PH.D.

THIS is the day of health. Children are taught by rhymes, plays, school studies, and health rating scales to drink plenty of water and milk, eat wholesome fruits and vegetables, avoid infection, and practice other health habits. Adults are beginning to realize that health rules that are good for the children may be good for them as well. So we find magazines and papers devoting much of their space to health articles and societies devoting more and more meetings to health. And the benefit to us individually and as a nation can never be estimated, though we know from war experience how much we, as a nation, needed hygienic guidance.

But there's many a slip 'twixt cup and lip: those eight glasses of water that we should drink each day, for instance. What kind of water? Certainly not any old kind. We can know that the water we drink is safe only by inquiring of our health officer or health board. And what about the quart of milk that

we are told to drink each day—or the half pint we usually do drink? Certainly not any old kind of milk. We can be sure that the milk we buy is produced under sanitary conditions and adequately pasteurized only by inquiring of our health officer. So it is with the food we eat and the places where we go or send our children for education and recreation.

ONLY a few decades ago we could know about the origin of our water, milk, and food supplies, for in those days populations were less dense and distances between producer and consumer short. Today, the same supplies are produced at great distances from the point where they are consumed, and we know nothing about the origins. We cannot tell by looking at a glass of water or milk, or an oyster, a stalk of celery or a can of spinach that it is safe for consumption. We have learned to take such things on faith, for we know that someone is supposed to be responsible for

protecting us from infection from such sources. But aren't we taking too much for granted? Why not find out.

About fifty years ago the older states of the Union began one at a time to enact laws creating state and local boards of health. The principal duties imposed upon these boards were to protect the health of the public by safeguarding the water, milk, and food supplies, regulating the disposal of refuse, and quarantining the sick. In those days people had little real information about the causes of diseases and the manner in which they are spread. So it was hoped by improving the environment generally to prevent disease from spreading.

Then came Pasteur and Koch and their many followers, who demonstrated one by one the causative agents of the various diseases, the manner in which they were spread, and in some instances the manner in which they could be prevented. These men ushered in the preventive medicine era which, dating from about the beginning of the present century, introduced the general adoption of smallpox vaccination, diphtheria, and typhoid immunization, and the perfection of treatment for lockjaw and rabies.

Finally, and only relatively few years ago, the progressive sanitarians agreed that public health work which confined itself to preventing disease and death was not going far enough. Although death rates from the communicable diseases and, in fact, the general death rate declined, there was still far too much illness, malnutrition, and physical deficiency. Health conservation to prevent physical defects and promote physical vigor and efficiency became the goal of public health.

**T**HE health official of today should no longer be considered only as a sanitary policeman who hails the owner of an insanitary privy into court, who brings the slovenly dairyman to terms, and who placards the house when diphtheria develops. In addition, the health officer should be the teacher of hygiene for his community. He should be a guide to show the way to protection against the communicable diseases and to acquiring beneficial health habits.

The more progressive health officials are doing just these things by means of the children's clinics, home visiting by public health nurses, and health literature, exhibits, and demonstrations. Others who have yet to advance beyond the disease-prevention stage consider their duty done when reported cases of certain communicable diseases are quarantined as provided by law. Still others are living in the last century and have yet to progress much beyond the nuisance abatement, plumbing inspection, "sewer gas" and "night air" stage.

Health work is backward in many rural and suburban communities because insufficient public funds make the full time employment of trained health officials an impossibility. The newest movement in health administration is to safeguard the health of rural districts by means of county health units or a combination of suburban districts large enough to make possible the employment of efficient health workers.

**I**T is well within the rights of parent-teacher associations or other clubs to inquire into the status of local health administration in the community. The health officer or the president of the local board should be asked to tell about his work at some club meeting. If his account of his work indicates that he has not kept up with the advancement in health practice, or if he asserts that his hands are tied so that he cannot do what he would to protect and promote health, then it is proper to ask to have a representative of the state health department make a survey of the local conditions with recommendations for their improvement.

But, as is usually the case in progressive communities, the health official will tell of the inspection service by which he knows of the safety of the milk and food supplies, of the public health nursing service through which he prevents as well as quarantines disease, and finally of the educational service rendered through clinics and nursing visits. Then, knowing that the first line of defense is secure, we can with confidence undertake the personal health work so important to our health and happiness.





*All this group of pupils in a township school have been immunized against diphtheria. Good health work is by no means confined to large cities.*

## Three “Parent-Teacher” Resolutions

**A**MONG the many important resolutions passed by the General Assembly at the meeting of the World Federation of Education Associations in Toronto, Canada, in August, 1927, the following are of special interest to the National Congress of Parents and Teachers, which is now affiliated with that great educational group:

The World Federation believes that every child is entitled to an education which will prepare it for sound health, worthy home membership, mastery of the tools, technics and spirit of learning, vocational effectiveness, the wise use of leisure, faithful citizenship, and which will promote the development of sound character.

The World Federation recommends: that special provision be made for the Behavior-Problem Child, including a curriculum adapted to his needs and the provision of understanding teachers; that the Problem Child be regarded not as a moral delinquent or a mental defective, but rather as a special type needing to be helped through a difficult period of development; that a committee be appointed to investigate and report on what is being done in Teacher Training Classes to prepare teachers for this responsibility.

Since the child receives its education in home, school and community, the World Federation of Education Associations recommends the promotion of cooperation between home and school and their joint efforts to secure in the community such conditions as will supplement the best instruction given by the parents and teachers for the development of the whole child in all three of these relationships.

## *Department of the National Education Association*

### It Means Lives

By JOY ELMER MORGAN

*Editor of The Journal of the National Education Association*

**T**oo frequently, when we are dealing with broad matters of policy, we think of them as something abstract and remote, failing to realize how their roots reach down into the human life around us. It was so when we entered the War of the Nations—not until it began taking our own dear ones out of their homes did its full significance reach us. It was so of the movement for required school attendance—not until children who would have had no schooling except for this great reform, came to look backward over their own childhood and began to realize what they might have missed had not wise laws brought educational opportunity to every child, was the real meaning of that movement understood.

We have the same problem in dealing with the New Education Bill, which provides for a Department of Education with a Secretary in the President's Cabinet. This measure is one of the most pressing and important in the entire program of the Congress of Parents and Teachers. It is an objective on which immediate and effective

The New Education Bill, H. R. 7, S1584, to create a Department of Education with a Secretary in the President's Cabinet was introduced into both houses of the Seventieth Congress early in December. It was presented in the House of Representatives by Representative Daniel A. Reed, of New York, stalwart and fearless chairman of the Committee on Education of the House, and in the Senate by Senator Charles Curtis, of Kansas, majority floor leader in the Senate and one of the most powerful leaders in either party. With these great leaders in the Congress, and with the recommendation for a Department of Education in President Coolidge's Message to Congress, success is assured *if we who live in the home districts do our part.* Friends of the measure believe it should be passed by this Congress. If it is not passed by this Congress they are ready to continue their efforts until victory comes. There is nothing in the measure that any well-informed citizen should object to. Opposition disappears when the Bill itself is carefully studied and understood.

work can and should be done by every member. Far too many of us think of it as something "off in Washington" that has no direct bearing on us or our children. The exact contrary is true. Almost nothing the national government does would touch so quickly our immediate lives as its work on behalf of wiser educational practice. Take, for example, the simple problem of children who fail to make their grades each year. How many of them are there? How are they distributed by states? What is the effect of better teacher training on these school failures? What is being done to reduce the number of failures? What is the relation between these failures and school drop-outs? Is there any connection between them and child crime? We know in a general way that there are a million children who fail to make their grades each year. This has been going on for years, yet no large study has been made of it. It would save the nation much more than the cost of a generously supported Department of Education if ten per cent of these school failures could be prevented.

When a child fails in so large a matter as a year or a half-year of school work, it makes a deep impression on his character. It may affect the working power of his entire life.

This is only one of scores of problems that need investigation in a large way. If that investigation is to be carried forward adequately and by a disinterested agency, there should be created in Washington a Department of Education, with a Secretary in the President's Cabinet. The bill which proposes to do that is known as the New Education Bill. It has been before Congress in some form since 1918. It has been revised until it represents the combined judgment of educational and civic leaders throughout the nation. *It would do two simple and much needed things:* (1) Bring together the present Bureau of Education and the Federal Board for Vocational Education and other agencies into a unified, efficient department. (2) It would increase the appropriations available for educational research so that the government might undertake needed studies that are now either not being made at all, or are being conducted by private agencies who sometimes have special interests of their own to serve.

*What the bill would not do:* There has been some misunderstanding here and there about the provisions of this bill. It has been confused with other measures and proposals. Uninformed persons have said that its passage would mean federal control or interference with the localities and the states in the management of their school systems. Nothing could be further from the truth. State and local management of the schools is guaranteed by the federal and state constitutions and by the whole trend and spirit of education, which is seeking to adapt the school better to the needs of each locality and each child.

*Cannot the present Bureau of Education carry on this enlarged program of research?* It cannot do so for two reasons: (1) Merely to enlarge the Bureau would ignore the great problem of unifying the work of the Bureau and the Federal Board

of Vocational Education. (2) The Commissioner of Education does not have access to the Director of the Budget, except through the Secretary of the Interior, who is concerned with a variety of other pressing interests. In spite of the efforts of a distinguished line of devoted commissioners of education and much notable work done under serious limitations, the Bureau of Education for more than half a century has received appropriations inadequate to carry on a program of research equal to the needs of our great educational system.

*Would the creation of a secretaryship draw education into national politics?* This question probably originated in the minds of persons who confuse American educational practice with that in European countries where the actual *administration* of education is centered in the national governments. There are only three possible ways in which politics could affect the workings of such a Department in the United States:

(1) In the appointment of members of its staff. This matter would be taken care of by the civil service and by the nature of the scientific work undertaken, just as in the Departments of Agriculture and Commerce.

(2) Would not each new President of the United States wish to appoint a new Secretary of Education from his own party? Probably yes, and why not? Such a plan need not interfere with the technical and scientific work. It has not done so in the other federal departments.

(3) Would there be a tendency to use this Department as a means of bringing into the schools propaganda for national projects? No, because the federal government has no authority to fix courses of study, or direct the states as to what they shall teach. In fact, there is more danger of movements injurious to the schools getting under way if there is no Secretary of Education. There might come before the Cabinet some large matter of policy which affected education profoundly. Under the present arrangement no one would be on hand to speak for the children and the schools. Business would be there, Agriculture would be there, Labor would be there—all these great interests have educational angles—but no one would be there to present the facts which concern the schools.

*Things for YOU to do:* These are only a few of the points which should be familiar to every member of the Congress of Parents and Teachers. You can get a dis-

cussion of the whole case free by writing to your Representative or Senator, in care of the House or Senate Office Building, Washington, D. C., asking for a copy of the joint hearings on the proposal for a Department of Education. *Write immediately* and do not accept "No" for an answer! If your Congressman tells you that the demand has been so great that the supply of these reports is exhausted, write him again, urging that a new edition be printed! The demand *has been large* and *should be larger still* until every interested citizen who believes in better schools has had the chance to study this great proposal.

*Other things you can do:* Urge your friends to write for a copy of this report. Have a special committee in each local unit

of the Congress of Parents and Teachers working on these problems with occasional meetings for discussion among themselves. Have this committee get in touch with local school officers and with representatives of other great national organizations working for the passage of this bill. Encourage high schools and colleges with which you are connected to use this subject for debate as more than half the states have already done.

*Finally*, remember that this concerns YOU and YOUR CHILD. That it is one of the biggest battles on behalf of better education that has ever been waged, and that it cannot fail, unless the friends of education themselves fail.

Will you not do your part, NOW?

## *The Round Table*

CONDUCTED BY MARTHA SPRAGUE MASON

There is great demand for specific information about making Parent-Teacher meetings interesting and instructive. The ROUND TABLE is trying to pass on to the many members of the Parent-Teacher family some of the best ideas which crop up in various parts of the country, so that they may be of much service as possible. State Bulletins furnish many suggestions, so do state presidents and field secretaries. There must be many more which are known to successful local associations. Please be sure to send them to the ROUND TABLE for future distribution, together with your questions and comments about the information already published.—M. S. M.

## Bashful Fathers

A SCENARIO IN ONE REEL

Produced by The Consolidated School, Olive Branch, Miss.

Directed by MRS. M. W. WHITE

*Mississippi Chairman of Recreation*

*Musical Effects by the Fathers*

**I** MAGINE ours is not the only Parent-Teacher Association facing the problem of "Bashful Fathers." Men generally are reticent about getting up and speaking out their mind in meeting—if they go to meeting at all! Often they are all too ready to "let the women run things."

At our consolidated rural school, the fathers are taking an active interest in the program. Here is our secret—get them to playing. Play breaks down formality and unmasks the fun-loving boy who lurks in every man, no matter how dignified.

We started things by arranging a com-



munity party in honor of the fathers, known as "Fathers' Night." An informal program was given by the men and boys, then the ladies of the Recreation and Hospitality Committee put on community singing and games.

The features of the evening were our men's chorus and men's orchestra. In the rural districts served by the school, we found some "bashful fathers" who sing well and five of them who play instruments, so we induced them to combine their talents. The music of the orchestra was positively alluring. Time turned back in its flight and white heads bowed and swayed as parents and grandparents forgot their cares and joyously danced the square dances so popular in their youth.

Over two hundred men, women and children assembled in the auditorium of the school in response to the Fathers' Night invitation. The following program was rendered by the men and boys.

Swanee River and Old Black Joe...Men's Chorus  
Address of Welcome.....Small Boy  
Response.....President of School Board  
Dixie and other Airs of the Sixties

Men's Orchestra  
Reading "Give Us a Place to Play"... School Boy  
Vocal Solo.....By a Grandfather  
Talk "Health Habits".....Local Physician  
Medley of Southern Songs.....Men's Chorus  
Announcements regarding Plans for

Dental Corrections.....Principal  
Old-fashioned Country Dance Music

Men's Orchestra  
Song "Good Night Ladies".....Men's Chorus

After the program, the singing of "Under the Spreading Chestnut Tree" and "John Brown's Baby Had a Cold Upon His Chest" broke down any remaining formality.

Then a reception in honor of the teachers was held in the corridor. During this time the children remained in the auditorium for games and songs. Later everyone was invited to the recreation rooms in the basement, where fruit nectar was served amid a setting aglow with goldenrod and the school colors—gold and green.

An extensive recreation was then carried out, into which everyone entered with enthusiasm. The features were:

Grand March	Mulberry Bush	
Virginia Reel	Marching Round	
I See You	the Village	
Black and White	Skip to my Lou	
Over Head Ball	Jump the Shot	} For the
Under and Over	Poison Snake	} Ladies
Bucket Brigade	Cock Fight	} For the
Howdy Do My	Dodge Ball	} Men
Partner	Square Dance	

The young people and children delighted in seeing the "old folks" enter so wholeheartedly into the games, folk dances and contests. They displayed more interest in watching the grownups than in participating in similar activities planned for the children in an adjoining room.

"Fathers' Night" broke the ice for a series of community parties, given at frequent intervals, which are anticipated with eagerness and always well attended. An effort is made to keep alive the traditions of the Old South by teaching the young people its folk games, songs and dances.

The gatherings have been a factor in cementing the rural districts into one strong consolidated school district, all working for the interests of the school and for child welfare. The school busses bring the people from a radius of seven miles. Many who formerly opposed the consolidation of the seven small schools, have lost their prejudice and feel more at home because they are singing and playing together in their *school*, even if it is located at Olive Branch, the logical center.

We have found it necessary, because of limited space, to have the parties for groups according to age at different times. The program for the year includes:

September—Fathers' Night.....Grown Ups  
October—Hallowe'en Celebration  
High School Group  
November—Thanksgiving Party  
5, 6, 7, and 8 grades  
December—Christmas Party  
1, 2, 3, and 4 grades  
January—New Year's Party.....Grown Ups  
February—Valentine Party...High School Group  
March—St. Patrick Party...5, 6, 7, and 8 grades  
April—Easter Egg Party....1, 2, 3, and 4 grades  
May—May Day and Field Day Events for  
all groups

The "fade-out" of our scenario is the spirit of good will through play.

# The Book Page

BY WINNIFRED KING RUGG



**M**IRIAM VAN WATERS, author of *Parents on Probation* (New York: New Republic, Inc. \$1) has expressed openly what parents have long

suspected and feared in their secret hearts, that they have been identified as the offenders on the charge of incapacity or worse, in bringing up their children; that the blame for any present shortcomings and failures of young people is being attached by society to fathers and mothers who fall down on their job.

Not quite all of the worst fears of parents are realized, however, because Dr. Van Waters does not consider modern parents so bad that they cannot be reclaimed. She gives them a chance and puts them on probation. As she expresses it, parents are in the status of one who "is thought worthy of help from science, religion and social work, provided he will co-operate in a plan for his own welfare and the protection of the community." Her book unfolds the plan.

Dr. Van Waters draws her conclusions from her experience in the Juvenile Court of Los Angeles. She has worked with parents and children both, she knows the difficulties of each, and she deals wisely and sympathetically with them. She has actually heard sons and daughters say, "I would rather die than go home," and she has succeeded in helping some parents to change the attitude that brought such a cry from the lips of their children.

This is a substantial book filled with wisely chosen examples, with sane deductions drawn from her experience, and with invigorating advice. Both substance and style commend it to seeking parents.

An earlier and well-known book by the same author is "Youth in Conflict."

A handy little book that tells mothers how to make use of the more simple principles of physiology and psychology is *Child Health and Character* by Elizabeth M. Sloan Chesser (New York: Oxford University Press. American Branch. \$1.25). It is a double-barrelled book because Dr. Chesser sets forth her simple rules of health side by side with equally simple rules for character-building. She seems never to think of one without the other, as when she says that the child who is given too many starchy foods is pretty sure to be "temperamental."

For children themselves she would have few rules. "There are too many in most households," she avers, and then gives that most simple, most difficult, most susceptible to distortion of all rules—"Exact obedience, but be tactful about it." An innocent-appearing rock of offense on which most parents stumble!

Without presenting much that is new and without making any attempt at literary style, Dr. Chesser has written a helpful, reasonable handbook.

\* \* \*

For mothers who have started on the difficult, nerve-racking and important path of providing their children with a musical education there is encouragement and help in Margaret Wheeler Ross's little *Musical Message for Mothers* (New York: Carl Fischer). Some of the material is common knowledge, some of it is quoted, but a great deal of it is the fruit of Mrs. Ross's own extensive experience as a music-teacher and is distinguished for its concreteness. It contains definite advice about a multitude of subjects connected with the mother's part in her child's musical education. Among them are the choice and placing of the piano, the selection of a teacher, mother's supervision of practice, and ways of creating a musical atmosphere in the home.

Boys who like to make things and mothers of such boys will have a genuine welcome for such a book as Charles Fraser's *Boy's Busy Book* (New York: Thomas Y. Crowell Co. \$2.50). It tells how to make any number of interesting objects out of wood, metal, leather and concrete, how to select and care for the necessary tools, and how to decorate the objects.

Mr. Fraser is instructor in manual training in that city of manufacturers in wood, Grand Rapids, Michigan. His experience has proved to him that boys who do well

in manual training classes at school are the boys who work with tools at home. He insists upon the importance of letting a boy have a work-bench somewhere about the place, and a stock of carefully selected tools, not a "boy's set," but good tools bought one by one. He has no intention of letting boys begin work and never finish it, or putter with it spasmodically for want of anything more attractive to do. He takes the work seriously, gives clear careful designs for most of the objects, and writes simply, lucidly and interestingly.

## Poise and Personality

BY ANNA H. HAYES

### LESSON IV

#### Voice

**E**XERCISE by class—object, breath control.

1. Inhale fully on four counts, rising on tip toe; exhale slowly, heels down again, sounding "AH." Maintain sound as long as comfortable. 2. Exhale in waves of "AH" sounds, alternating loud and faint tones, contracting the abdomen as air is expelled.

#### Placement

It is difficult to hold the interest of people who cannot hear every word of the discourse without effort. The ability of the audience to hear depends upon proper enunciation and the carrying quality of the voice. Carrying capacity depends upon the *placement* and the *pitch*, as well as the *power* of the voice.

Flat, throaty tones result from forward placement; that is, throwing the sound too far toward the front of the mouth, "nasal" tones are, oddly enough, the result of *failure* to use the nose as an air passage while speaking. Neither has carrying quality and neither is pleasant to the ear, so they should have no place in public speaking.

To find where to place the tones, we use some "resonance" exercises. Inhale; expel the air in short puffs, by conscious forcing with the diaphragm to the sound of

1, "O;" 2, "AH;" 3, short "A," with 1 and 2 using a very round mouth. Note how much the power of the tone is lessened when the mouth is flattened to say the short "A" in 3. Experiment with this exercise until you hear where the tone must strike—the roof of your mouth—to make a round, full sound. Practice with words also—over, ardor, all, note, etc. Failure to use the diaphragm to expel the air lessens the resonance power of the chest. Try to realize the difference in the power of your tones with and without diaphragm (deep) breathing.

#### Pitch

Generally speaking, lower tones carry better than higher ones. Unless a high voice is unpleasantly shrill, it will be heard with difficulty. We have an example of right pitch in the pleasant-sounding broadcasting voice; a voice with a slow rate of vibration. In the radio, the adjustment of the microphone takes care of inequality of tone, but before an audience we must produce the tones we wish heard. Recall to mind the pleasant speaking voices you have heard; were the tones high and shrill, or low and resonant?

#### Flexibility

Flexibility is a most important quality for the public speaking voice, because pleas-

ant. At a recent play reading, the acoustics of the room were so very poor that it was possible to hear less than half of the words spoken, but the musical quality and pleasant cadences of the reader's voice held the audience charmed, forgetful of the fact that the text was escaping them.

On the other hand, the most interesting subject matter will escape the attention of an audience, if it is given in a dull, colorless tone. We practice for flexibility by reading dramatic passages, always aloud; poems, particularly, which express worship, tenderness, grief, horror, surprise, or simple narration; poems, because it is more difficult to retain control of the voice under the stress of recurring rhyme. Being able to read rhymed poetry with expression, and not ignoring the rhythm is a very good test of voice control.

We are not striving for the old-fashioned oratorical style of dramatic reading in the use of such exercises, but by compelling the voice to respond to various emotions we develop flexibility, which may become a habit, just as monotonous speaking is a habit.

Laughing up and down the scale is good flexibility exercise. *Change of pace* is a useful device for regaining the interest of an audience grown restless—change of pace and change of tone. If you are speaking rapidly, using a tone slightly higher than normal, change abruptly to a slow rate and a lowered tone, and the result will be instant response in renewed attention. Practice alternating "pace."

### Facial Animation

Just as a monotonous tone is wearying, so is a dull, expressionless face. If you are physically buoyant, interested in your subject, eager to give your best, your face should respond with a natural animation. Many people have the habit of wearing a dull, lifeless expression, so that it is often necessary to make a definite effort to secure facial animation.

Open your eyes as wide as is comfortable and repeat several times "laughing, laughing, laughing." Note the effect upon your buoyancy of spirit. Exaggerate the movement of your lips and practice saying "run-

ning, riding, marching, hoping, oiling, counting, flying," etc.

### Pronunciation

Words must be pronounced accurately, but without exaggerated mannerisms. We must be careful not to "elide," that is, to run the end of one word over on to the beginning of the next, as "donchew" instead of "don't you," "wonchew" for "won't you," etc. Sometimes speakers go to extremes in the other direction, making a real pause between words, which makes an unpleasant effect of choppiness, which is not to be desired.

Practice pronunciation daily, listing words which you find yourself inclined to slight. Look for authoritative pronunciation of doubtful words, and if you find yourself in error, make the correction a matter of daily discipline, so that the offending word will not sound like a stranger when it is needed in public.

Words are the agents by which we give expression to our thoughts; we cannot be too careful with them.

During the course of a talk we sometimes find ourselves suddenly so hoarse that it is almost impossible to go on talking; almost, invariably, we find also physical tension, reflecting, subconsciously, the strain under which we are trying to speak. Relax the muscles of the throat and neck, speaking for a moment in the most informal conversational manner until it is possible to feel the relaxation, at the same time lowering the chin slightly. We seldom grow hoarse during prolonged conversation, and there is no reason for such a condition to arise when we are speaking to an audience.

### Drill

Paragraphs prepared by the class should be recited, and if the members desire such criticism, careful analysis of each should be made by the leader. We learn by doing.

Preparation for the next lesson may consist of a complete outline for an address upon any Parent-Teacher subject. Address to be modeled upon plan offered in Lesson 3.

Prepare and bring to class lists of misused and mis-pronounced words.



## EDITORIAL

MARGARET HALEY's Bulletin carries an article by Ada Louise Wilcox who teaches Tennessee High School children from town and mountain, children who have had no background of education and have had to cram into a few months of schooling what more fortunate ones have taken years to absorb. Miss Wilcox says, "We who teach English in the high school are troubled in soul. We give them the 'classics' when they aren't beyond Mother Goose; we give them the 'Conciliation of the American Colonies' when they can't read a daily paper intelligently and don't know whether King Tut's tomb is in Egypt or in Arlington," and so on. It all goes back to the tyranny of the college curriculum over that of the high school. Parent-Teacher Associations might do well to form public opinion in favor of an independent course for those who need something else and want it.

It is to be hoped that "The Big Ten" athletic directors will adopt the new plan of Michigan University in having two football teams instead of one. This will have the effect of diffusing the too intense interest in the one game, of decreasing the terrible responsibility laid by the whole university upon the small playing group and of keeping the huge body of undergraduates from following the team as it goes to other States; for, presumably, one team will be playing at home while the other goes out. We understand that Michigan has recommended the plan to other universities.

The adult education movement grows so rapidly that it seems like something just discovered instead of a gathering together of agencies already fostering it and an encouragement for new ones to form. Our own Home Education committee work, Child Study groups and all our general programs, when they are planned with continuity, are adult education. But we should have *more study groups*, no matter how limited and we should always have an objective, to qualify as members of this movement.

Shall we try to reconcile the Survey Graphic's December symposium on The Indestructible Family and Ben Lindsay's Companionate Marriage? Do they steady us in our high resolve to make better home conditions for our children; if not, where is the lack of balance?

"How can the schools be made more useful to children? How can school experience be made a better preparation for adult life?" In New York, the Vocational Service for Juniors, privately financed, has so demonstrated the possible revolution of a child's happiness and usefulness by its efforts, that everyone interested in vocational guidance should study its methods. The New York board of education has become so convinced of its helpfulness that it has appropriated money for its continuance under the school system.

M.L.L.

### A Note to the Editor

DEAR SIR:

In your issue of December there appears an article under the caption "Home Influence and Future Business." This is credited to L. W. Robinson, whereas it should have been credited to Mrs. L. W. Robinson, it having been written and delivered before the Parent-Teacher Association by Mrs. Robinson.

Mrs. Robinson is very happy to have the credit go to her less-talented husband, but I would like to have you make a brief mention in a subsequent issue, placing the credit where it belongs, if you can do so without too much inconvenience.

Very truly yours,

L. W. ROBINSON.



## Study Program I

This is the sixth of a series of outlines based on  
PARENTHOOD AND THE NEWER PSYCHOLOGY

BY FRANK HOWARD RICHARDSON, M.D.

### CHAPTER VIII—THE GREATEST OPPORTUNITY EVER OFFERED—EDUCATING A CHILD

*"Education is a debt due from the present to future generations."*—George Peabody.

*"The true object of education should be to train one to think clearly and act rightly."*—H. J. VanDyke.

#### QUESTIONS

1. Do you agree with the author that education is the greatest problem that we have? See page 109.

2. Prohibition, the movies, present day morality, and religion present problems. The task of education is to create the right attitudes toward these interests. To what agencies shall we confide this many-sided task of education? Page 109.

3. What position did the little red school house hold, a generation ago, in the education of American youth? Page 110.

What defects in the school system of a generation ago, have psychologists pointed out in the last twenty years? Page 110.

What truths in regard to the defects of this system of education, were forced upon the parents? Pages 111-112.

What information did the psychological tests of the Great War reveal, concerning our young men and their former education? Page 113.

What agencies, thirty years ago or more, voiced complaint against our educational system? Page 113.

4. What are the relative ages of the automobile and the newer conception of education? Page 114.

Do you think parents, generally, are desirous of owning a recent model of car but

are content to give their children an outgrown model of education? Page 114.

NOTE.—If possible, have some class member report on John Dewey's "School and Society," and John and Evelyn Dewey's "Schools of Tomorrow."

5. The newer education concerns itself with the following objectives: learning by doing; training the five physical senses before attempting to train the intellectual faculties; relating educational tasks to real life; putting actual interest into school tasks, and not assigning them because "they are good for us"; making school so attractive that being kept in would be a reward, not a punishment; teaching arithmetic and other subjects by the project of running a store or other similar activities; teaching which includes common sense and practical suggestions so that the child may change the diet of the home or otherwise remedy a faulty régime. Discuss in detail each of the above objectives. See pages 114-116.

NOTE.—If possible, ask one of your teachers to talk to you on "Objectives of the Modern School."

6. What does the term "education" mean? Pages 116-117.

7. Is your child receiving the newer type of education?

If he is not, what does the author suggest that you as a parent may do to improve the educational opportunities of your child? Pages 117-120.

8. Have you visited school this year? If so, what are the benefits which you, your child, and the teacher have received?

9. What is the importance of a parent-teacher association as an agency to bring about better schools? Page 120.

Relate briefly what the parent-teacher associations have done in your county.

(Continued on page 280)

# Cleanliness Institute

*Established to promote public welfare  
by teaching the value of Cleanliness.*

**A**N industry is great only in proportion to the service it renders.

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It is already cooperating with schools, health organizations, etc., carrying on its work along the following lines:

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INFORMATION SERVICE  
SOCIAL SERVICE  
HEALTH

## PERSONNEL

The following professional workers make up the staff of the Institute:

**ROSCOE C. EDLUND**, *General Director*. Formerly an executive of community chest and welfare federations and in other fields of public and social service.

**W. W. PETER, M.D., DR. P.H.**, *Health Consultant*. Internationally known health educator. Associate Secretary of the American Public Health Association.

**SALLY LUCAS JEAN**, *School Consultant*. Consultant to child health organizations and Fellow of the American Public Health Association.

**JULIA B. TAPPAN**, *Director, School Department*. Formerly director of health ed-

ucational programs, and collaborator with the United States Bureau of Education.

**C. MARGARET MUNSON**, *Associate Director, School Department*. Formerly research assistant in the Department of Biology and Public Health at Massachusetts Institute of Technology.

**CLIFFORD GOLDSMITH**, *Lecturer, School Department*. Well-known as "Professor Happy," under which name he has given many successful health talks in high schools.

**MARIE K. PIDGEON**, *Research Librarian*. Graduate of the New York State Library School. Seven years of library service with the U. S. Department of Agriculture.

*Cleanliness Institute has prepared data of interest to educators, health and social service workers, and those in allied professions. It invites organizations and individuals to use its facilities. Inquiries will receive careful attention. Address CLEANLINESS INSTITUTE, 45 EAST 17th STREET, (on Union Square), NEW YORK.*

10. Why does the child of eleven years or under, do better work in the shorter school day? Pages 121-123.

11. The school inspector or principal may order but the vigorous and determined parent can accomplish. What objectives would you like to work on to bring about better schools in your community? Pages 121-123.

#### SUPPLEMENTARY

*The Problems of Childhood, by Patri.*

"CARRYING THROUGH." Page 11.

To be read in class.

"THE SCHOOL'S JOB." Page 255.

To be read in class. Summarizing the task of the school. You will note that both Dr. Richardson and Angelo Patri are interested in the same question, "When did you visit your school last?"

#### REFERENCES

The Child: His Nature and His Needs, Part III.

Angelo Patri, Home and School.

Chapter I, The School that Everybody Wants.

Chapter V, Topsy-Turvy Education.

Chapter XI, The Old School and the New.

Bertrand Russell, Education and the Good Life, Part I; Part III.



## Study Program II

*This is the sixth of a series of outlines based on*  
THE TRAINING OF CHILDREN IN THE CHRISTIAN FAMILY  
BY LUTHER ALLAN WEIGLE

#### CHAPTER VII—THE CHILD AT WORK

*"The measure of value of work is the amount of play there is in it, and the measure of the value of play is the amount of work there is in it."*—Brinton.

*"It is doubtful if a great man ever accomplished his life work without having reached a play interest in it."*—Johnson.

#### QUESTIONS

1. Is there a precise boundary line between work and play in childhood? See page 100.

2. If work is to be enjoyable, should there be an exact boundary line in adulthood? Page 100.

3. Dr. Richard Cabot says that men live by four things: work, play, love, worship. Which does he place as the most important? Page 100.

What is Dr. Cabot's idea of play, work, drudgery? Page 100.

4. The essential characteristic of work, says the author, is purposeful activity. Explain more fully. Page 101.

5. "Work is doing what you need to do, whether you enjoy it or not, for the sake of a future which you clearly see and de-

sire." Does the factor of play enter into this conception of work? Page 101.

#### THE GOSPEL OF WORK

1. The author names three items in the gospel of work: 1st, Work can be enjoyed; it may be like play; it is itself a source of happiness. 2nd, Work is the instrument of service and the path of fellowship, human and divine. 3rd, In work, character is both begotten and expressed. Explain and enlarge upon these statements. Pages 102-103.

2. What is the attitude of mind of one who is doing his best work? Page 102.

3. How does Prof. Carver estimate a man's value to society? Page 103.

4. What is involved in the task of training children to work? Pages 103-104.

#### SOME PRESENT DIFFICULTIES

1. The industrial revolution, with its labor saving machinery, its great factories and its systems of mass production, is the cause of some present difficulties which stand in the way of natural, wholesome education of children in work:

1st, Many, perhaps most, men no longer love or even enjoy their work.



2nd, Formerly children were trained to work by sharing, as they became able, in the industry of the home. Today no industry goes on in most homes.

3rd, We have come to see that we must make up for this lack of industrial training in the home by furnishing it in the schools. But the schools of America have not as yet been able to arrive at a clear and consistent policy of industrial education. Enlarge upon the above arguments, why it is difficult to teach children to work, under existing conditions. Pages 104-108.

#### WORK IN THE HOME

1. Since an industrial age has made difficult the task of teaching children to work in the home, what are we as parents going to do about it? See page 108.

2. The author states that children may be taught to work, first, through their play, and second, through being trained to assume their share of the responsibilities and activities of the household. What other methods have you found helpful in teaching children to work? See pages 108-109.

3. What does Dorothy Canfield Fisher say of the mother's opportunity to teach her children to work? Pages 109-110.

4. Should boys as well as girls, be trained in simple home duties? Pages 110-111.

5. Do you believe in paying children for the performance of home duties? What is the author's thought? Page 111.

Relate the incident of "What Bradley Owed." Page 112.

6. Do you believe in paying children for

work around the home that would otherwise have to be done by hired help? Page 113-114.

7. Many persons endorse the budget system in the home in which each child is allowed his share of the income. Have you used this system? If so, have you found it successful? Discuss fully. Page 113.

8. Discuss ways and means of teaching the child to save and to spend wisely. Pages 113-114.

9. Have you not found a fellowship in working with your children? Pages 114-115.

10. What other benefits did Percy Jack gain beside the prize which he won in a pig-feeding contest? See pages 115-117.

See Questions for Investigation and Discussion, Page 118.

#### SUPPLEMENTARY

*The Problems of Childhood*, by Angelo Patri.

"THE LAZY BOY." See page 227.

To be read in class. An illuminating sketch on work.

"GO AND COME." See page 157.

To be read in class. Children find a pleasure in working with their parents. "Come, let's do this," instead of "Go, do that," will help bring about the habit of work.

#### REFERENCES

G. Stanley Hall, *Youth: Its Education, Regimen, and Hygiene*, Pages 114; 119.

R. J. Gale, *Elements of Child Training*, Chapter XIV.

Edwin A. Kirkpatrick, *Fundamentals of Child Study*, Pages 148-150.



## Study Program III

*This is the fifth of a series of outlines based on*

TRAINING THE TODDLER

BY ELIZABETH CLEVELAND

#### PART FIVE—STANDARDS FOR SOCIAL DEVELOPMENT

*"Individuality is everywhere to be spared and respected as the root of everything good."—Richter.*

*"Trust men and they will be true to you; treat them greatly and they will show themselves great."—Emerson.*

## QUESTIONS

## STANDARDS OF CONDUCT FROM GROUP CONTACT

1. What advantage has the nursery school over the home in developing the social life of the toddler? Pages 109-111.

## REPRESSION OF THE TOO DOMINANT PERSONALITY

1. Relate the story of how Miss Henton managed Annie. Pages 111-113.

2. If you have had a similar experience, what has been your method of control?

3. The author speaks of gentle repression. What effect would too much repression have on the too dominant personality? Page 113.

## AIRS

1. Relate the story of Donald. See pages 113-114. What did Donald gain from contact with the group?

## CONQUERING SELFISHNESS WITH THE SENSE OF FAIRNESS

1. Why does a sense of fairness help to conquer selfishness? Pages 114-115.

2. Fairness is perhaps a better ideal than sacrifice. Discuss further. Pages 114-115.

## CONTRARINESS

1. In the Merrill Palmer School, contrariness melts away because of an absence of anything to oppose. To what extent may we carry out this same method in the home? Pages 116-118.

## STIMULATING INDIVIDUALITY AND INITIATIVE

1. In order to develop initiative, in the Merrill Palmer School, the dependent child is urged to make choices for himself. The home offers many opportunities for developing initiative. Name some of these. Pages 118-119.

2. How may shyness in small children be overcome? Page 119.

## THE HANDLING OF THE UNSOCIAL CHILD

1. What admirable attributes does the unsocial child often possess? Pages 119-120.

2. Relate the story of David. By what method was he brought into the group? Pages 120-122.

3. If the unsocial child does not learn

to adjust himself to the group, what are his probable reactions in later life? Pages 121-122.

## SUSPICION AND LYING

1. What are some of the causes of suspicion in children? Pages 122-123.

2. Is the small child naturally suspicious? Page 122.

3. How may the child be helped to overcome suspicion?

4. Are children naturally untruthful? Why do they tell untruths? Pages 123-125.

5. If a child has an overactive imagination, how may he be helped to distinguish between the imaginary and the real?

6. How does it affect the child to feel that his parent doubts him?

## STEALING

1. Tell the story of Jimmy. Pages 125-129.

2. Do you think that the causes which led to Jimmy's stealing are the same as those which lead to other children's stealing?

3. What is the cure for stealing? Pages 125-129.

## DEVELOPING AN EARLY RESPECT FOR PROPERTY RIGHTS

1. How may we develop an early respect for property rights? Pages 129-130.

2. Discuss "mine and thine." Page 130.

## CRUELTY NO CURE FOR CRUELTY

1. What does the author recommend as a cure for cruelty? What suggestions have you to add? Pages 130-131.

## PREVENTION, NOT PUNISHMENT

1. For checking undesirable tendencies in the Merrill Palmer school, the method might be expressed thus:

1st, Look for the cause of the trouble.

2nd, Try to modify the environment.

3rd, Enlist the active co-operation of the individual by substituting desirable activities for those to be corrected. Discuss these rules; tell why they are effective. Pages 131-132.

2. May not the mother apply these rules in her own home with equal success?

3. The forces that may be used to over-

come our defects are instruction, experience, and example. Which is the most important? Page 132.

#### THE EDUCATIVE VALUE OF EXPERIENCE

1. What is the advantage of logical punishment, letting the child reap the consequences of his own acts? Page 133.

2. Give illustrations of logical punishment.

#### THE FORCE OF EXAMPLE

1. The studies made by the Merrill Palmer School go to show that most of the behavior problems presented by little children are the result of the behavior of those with whom they live. Explain. See page 134.

2. The behavior problems in the school were dealt with by means of three factors:

1st, a sincere and deep love for the child.

2nd, a respect for him as an individual.

3rd, unwearrying patience. The author adds another attitude, that which encourages happiness in the child. Cannot we carry out these same attitudes in the home? Pages 134-135.

See Test Exercises, Pages 135-136.

#### SUPPLEMENTARY

*The Problems of Childhood, by Angelo Patri.*

"A GOOD MEMORY." See page 191.

To be read in class. Bringing out the cheapness of untruthfulness.

"AS A SURGEON." See page 34.

To be read in class. Parents and teachers need courage even as the surgeon who is inspired by the knowledge that he is going to help.

#### REFERENCES

Edwin A. Kirkpatrick, *Fundamentals of Child Study*; Selfishness, page 95.

R. J. Gale, *Elements of Child Training*; Selfishness, page 123; Lying, page 141.

G. Stanley Hall, *Youth: Its Education, Regime, and Hygiene*; Faults, Lies and Crimes, pages 73-120; Selfishness, page 235; Cruelty, pages 120-123.

Douglas A. Thom, *Everyday Problems of the Everyday Child*; Lying, pages 248-252; Selfishness and Jealousy, pages 178-179; Stealing, pages 231-242.

William A. White, *The Mental Hygiene of Childhood*; Jealousy, pages 49, 67, 68, 73; Cruelty, pages 49, 57; Selfishness, 40-48, 56.

# 1927

## The Summer Round-Up of the Children

*The Health Campaign of the National Congress of Parents and Teachers*

LOOK in the MARCH issue for the National Campaign requirements and plan of Procedure for 1928; also suggestions as to WHAT TO DO AND HOW TO DO IT. See that your local Campaign Chairman receives a copy of this important number.

HONOR ROLL A	
Michigan	
Kalamazoo—Westbridge School .....	100%
Kalamazoo—Parkwood .....	84½%
North Carolina	
Greensboro—Cypress Street .....	81%
Pennsylvania	
Emsworth .....	76.5%

HONOR ROLL B	
Associations correcting from 50% to 75% of the defects discovered at the Spring Health Examination.	
Arkansas	
N. Little Rock—Sylvan Hills .....	75%

Michigan	
Kalamazoo—Lincoln .....	75%
Texas	
*Beaumont—Fletcher School .....	74%
Beaumont—Junker .....	74%
Minnesota	
*Barnesville .....	72.7%
Arkansas	
Pulaski County—Roland .....	72%
Illinois	
Winnebago—Consolidated School .....	72%
Iowa	
Waukon—Parent-Teacher Association .....	72%
Rippey—Parent-Teacher Association ..	72%

Arkansas				Illinois			
*Fort Smith—DuVal .....	70%			*Urbana—Leal School .....	59.5%		
Mablevale .....	70%			*Bloomington—Sheridan School .....	59%		
New Jersey				New York			
Newfield .....	70%			Buffalo—School 65 .....	59%		
Oregon				Illinois			
Multnomah .....	70%			Rockford—O. F. Barbour .....	57%		
Nebraska				Kentucky			
Omaha—Hawthorne .....	69%			Louisville—Stoddard-Johnson School ..	57%		
Pennsylvania				Mississippi			
Warren—Jefferson .....	69%			*Gulfport—Westside .....	57%		
District of Columbia				Nebraska			
Washington—Takoma Park .....	68%			*S. Omaha—Parent-Teacher Associa-			
Washington—Carberry .....	67%			tion of District 5 .....	57%		
Colorado				New Jersey			
Grand Junction—Lincoln .....	66 $\frac{2}{3}$ %			Madison .....	57%		
Georgia				North Dakota			
Social Service .....	66 $\frac{2}{3}$ %			Fargo—Clara Barton .....	57%		
Illinois				Ohio			
Chicago—Parker Practice School .....	66 $\frac{2}{3}$ %			Cincinnati—Riverside Mothers Club			
Iowa				and Parent-Teacher Association ....	57%		
Remsen .....	66 $\frac{2}{3}$ %			Wisconsin			
Michigan				*Milwaukee—Fifth Street .....	57%		
Kalamazoo—Washington .....	66 $\frac{2}{3}$ %			Illinois			
Colorado				Chicago—Oglesby .....	56%		
*Littleton—Mothers Study Circle .....	66%			Mississippi			
Iowa				*Laurel—Lamar .....	56%		
Newton—Washington and Woodrow				New Jersey			
Wilson Parent-Teacher Association..	66%			Hasbrouch Heights .....	56%		
North Dakota				Ohio			
Fargo—Jefferson .....	66%			Cincinnati—Westwood Kindergarten			
District of Columbia				and Mothers Club .....	56%		
Washington—Peabody-Hilton .....	65%			New Jersey			
Rhode Island				Midland Park .....	55%		
Georgiaville .....	65%			Ohio			
District of Columbia				*Brecksville .....	55%		
Washington—Job Barnard .....	64%			Kansas			
Georgia				Fort Scott—Main Street .....	54%		
Athens—College Avenue .....	64%			Michigan			
Bainbridge .....	64%			Kalamazoo—Vine .....	54%		
Washington				Minnesota			
*Tacoma—Franklin .....	64%			St. Paul—Groveland Park .....	53 $\frac{1}{2}$ %		
Iowa				St. Paul—Ames School .....	53%		
Marshalltown—Glick .....	63 $\frac{1}{2}$ %			Arkansas			
New Jersey				Little Rock—Robert E. Lee .....	52%		
*Hackensack—Home and School Asso-				North Carolina			
ciation of Schools Nos. 3 and 5 .....	63%			Greensboro—South Buffalo .....	52%		
Pennsylvania				District of Columbia			
Jamison—Warwick .....	62%			Washington—Bancroft .....	50%		
Texas				Illinois			
Sweetwater—East Ward .....	62%			Urbana—Washington .....	50%		
Illinois				Michigan			
*Greenfield .....	61%			Battle Creek—Bonton .....	50%		
New York				Kalamazoo—McKinley .....	50%		
Auburn—Bradford Street School .....	61%			Missouri			
Indiana				St. Joseph—Eugene Field .....	50%		
Evansville—Wheeler .....	60%			New Jersey			
Iowa				Burlington—Columbus .....	50%		
Dana .....	60%			New York			
Michigan				Lansingburgh—Power School .....	50%		
Kalamazoo—Roosevelt .....	60%			Nanuet .....	50%		
Texas				North Dakota			
*Austin—Baker School .....	60%			Fargo—Franklin .....	50%		
College Station—A and M College ...	60%			Fargo—Horace Mann .....	50%		
Teague—Dew .....	60%			Fargo—Washington .....	50%		
				Wisconsin			
				*Milwaukee—A. E. Kagel School ....	50%		

NOTE.—Associations marked with \* have in addition to carrying through the Campaign Requirements submitted a Story of the Round-Up and photographs.





## Out Among the Branches



### TEXAS

HENDERSON, RUSK CO.

The banquet given by the P. T. A. of the Grammar School, Friday evening, October 14, celebrating the eighteenth anniversary of the State organization and the fifteenth anniversary of the local organization, was decidedly the most successful event in the history of the club. Since this was "Fathers' Evening," it was very gratifying to have such a splendid attendance of the fathers. The guests upon arrival were received by the club officers and ushered to the lunch room where they were presented to the grammar school faculty and the superintendent. After all had assembled, they were summoned to the auditorium where, from beautifully appointed tables, filling to its capacity the large auditorium, a plate banquet was served to 160 fathers, mothers and teachers. As the guests assembled around the tables they united in singing "America." At the speakers' table were seated the club officers and their husbands, the school board and wives, past presidents of the club, the superintendent, the principal and the speakers of the evening. Each officer of the club was presented and responded briefly with some feature of the club's achievements. These responses proved to be eye-openers to many of the patrons present who had not realized the accomplishments of this organization during its 15 years. Superintendent Milner and Principal Welborn responded to their introduction with interesting statistics, giving our school system an enrollment of almost one thousand pupils. One of the peppiest numbers on the program was a parody on "It Ain't A-goin to Rain No More."

Dad he comes to the P. T. A.

When he has a special invite

And the banquet board is spread for him—

That's the reason he's here tonight.

Oh, ain't he goin to come some more, some more,

Oh, ain't he goin' to come some more?

How in the world can the Old Folks tell

That he ain't a-goin to come some more.

The fathers responded with:

Oh, yes, I'm goin' to come some more, some more,

Yes, I'm goin' to come some more—

I'll just dare any one to tell

That I ain't a-goin to come some more.

Following the banquet; the chief speaker of the evening was introduced, Dr. A. W. Birdwell, President of Stephen F. Austin College of Nacogdoches. Dr. Birdwell delivered a most forceful address on the responsibility of parenthood and the necessity of the perfect co-operation between parents and teachers.

### JAMES HOGG SCHOOL, DALLAS

James Hogg School, Dallas, was the scene of a most unique and interesting entertainment on the night of October 19, designated as "Parents Night" and sponsored by the P. T. A. All the parents were invited to assume for that night the characters of their children.

Promptly at eight o'clock they marched into the class room, occupied the seats and had exactly the same lesson the children had during the day.

The fire drill was given, health inspection, playground work and lunch served, just as it is in the daily routine.

The teachers were rigid in their exactions, the parents as full of "pep" as their own youngsters and anxious to prove they had not entirely forgotten all they ever knew.

It was a most enjoyable as well as instructive occasion. The well-equipped school room, with its up-to-date modern methods, was a revelation to many of the parents. It will give them for the future a sympathetic understanding of the problems of the teacher and enable them to enter more comprehensively into the work of their children. For the benefit of those who were not members of the P. T. A. the program closed with an illustrative meeting. An outline was given of the history of the organization, the work already accomplished and the hopes for the future.

### DISTRICT OF COLUMBIA

CENTRAL HIGH SCHOOL

A vocational guidance program has been inaugurated at Central. This must not be confused with the work of the educational counselor, but should be regarded as a continuous process designed to help the students to choose a vocation, prepare for it, enter upon it, and progress in it. The need for such a program will be seen in the friction and unhappiness resulting from wrong occupational choice, in the difficulty many students have in making a choice and in the great loss of time and money resulting from changing from one occupation to another.

Central's program for the winter involves four distinct plans:

1. A weekly book review and news items in the students' paper *The Bulletin*, giving facts about the character and conditions of selected occupations.

2. An invitation to the parents of eighth grade pupils expecting to enter Central, to visit the school in January and avail themselves of information and advice about courses and opportunities at Central. Guidance needs to begin in the eighth grade, and will go far toward clearing up doubts and starting the newcomers along right paths.

3. A series of occupational talks to students so that they may themselves arrive at intelligent vocational decisions.

4. Conferences with individuals and the placing in their hands of literature giving desired information.

### PENNSYLVANIA

#### WHAT ONE COUNTY COUNCIL DOES

The Lycoming County Council is the central organization of the 40 associations in the county. Six Board meetings were held in the afternoon and three open meetings in the evening. Our slogan is "a Parent-Teacher Association in every school in the County."

We use the Parent-Teacher song sheet, have a musical director, splendid programs, good speakers, who bring us helpful messages; use *Child Welfare Magazine* and *Pennsylvania Bulletin* on all our programs. In the spring we hold a conference, when we hear the annual reports from all presidents, of individual activities during the year, which are many and varied. Conference opens at 11 a. m. and for an hour we get acquainted and inspect the scrap books on display; at noon a luncheon is served; business of the conference follows. We have tables of literature and leaflets, *National Child Welfare Magazine*, posters, etc., for distribution to the delegates. The State President was with us and gave a most interesting report of the National Convention.

We have a booth at the County Fair in connection with the Red Cross, with appropriate posters, and give out National leaflets, *Pennsylvania Bulletins*, and circulars called *Notices*, advertising Parent-Teacher work. We also have a table of literature in the County Superintendent's office at Court House; place *Child Welfare Magazine* on the table in the Public Rest Room and send it to the Club reporter of our local paper. We publish a Year Book in which are found lists of available speakers, both state and local. All local associations have publicity chairmen, keep a scrap-book, and belong to both State and National Congress.

Some associations are in the Summer Round-Up of the children.

We have a place on the programs at the teachers' exchange and institutes. We co-operate with the school in the celebration of Thrift, Art, Health, Music, and Boys' Week; also went on record as supporting the effort being made to suppress undesirable magazines and literature being sold from newstands. We are working for the equipment of a library in the High School; co-operate with the Red Cross and health workers in the saving of mothers and babies.

Three borough associations have worked hand-in-hand securing a dental hygienist, who divides her time between them. Number of members in county, about 5,000; nearly \$8,000 was raised by associations during the year. Our whole aim is to have local organizations realize how big and broad is the National. We attribute the progress made, to the attendance of Williamsport people at the State Convention.

### MISSISSIPPI

The Cockrum Parent-Teacher Association put on a very instructive health program at the regular October meeting. The primary children furnished several numbers of health songs and exercises. A report of the county meeting was given and several fine papers on school lunches, good health, and health questions.

The outstanding feature of the afternoon was found on the sand table in the primary room. Two small houses, "The House of Health" and "The House of Woe" had been constructed by Mrs. Bryan Russwurm with the assistance of Mrs. Hartsell.

The house of woe had a foundation of fritters, stuccoed in tea leaves, a roof of dill pickles, pillars of jellybeans, windows of fried potatoes, a bottle of coca-cola for a chimney, and a walk of coffee bordered with rich candies.

The house of health had a foundation of fruit, stuccoed with oat meal, a roof of graham crackers and ginger cakes, pillars of carrots, windows of lettuce leaves, a bottle of milk for a chimney and a walk of cocoa bordered with prunes and raisins; while adjoining was a garden of spinach, okra and tomatoes with a fence made of carrot posts and string bean laths. In the front yard was a bird bath of an orange cup on an okra pedestal. These wonderful little houses made a lasting impression on the adults as well as upon the children.

### KENTUCKY

The Louisville League of Parents and Teachers celebrated the sixth anniversary of their Student Loan Fund, in October, and invited the membership of the league to a birthday party. The affair was enjoyed by over six hundred guests and each and every one entered into the games and contests with apparent pleasure. The guests were divided into four groups, namely: Spring, Summer, Fall and Winter. Each corner of the auditorium was decorated to represent the four seasons. You selected your group according to your birthday month and each group or season did something to entertain the others, under the leadership of the music chairman, assisted by the assistant supervisors of physical training of the Louisville public schools.

When you go to a birthday party you always take a present, so everyone was prepared, when during the grand march, after being given carnival caps, ribbon confetti and small flags, they were marched by a huge birthday cake—of four tiers—decorated with six candles and pink roses and pink satin ribbon. The guests dropped their offering in openings in the first cake and later discovered that it was a round box, decorated just like the real cakes on top of it. The league president cut the cake so as to give each guest a piece. Over four hundred dollars was donated to the Student Loan Fund. Mrs. Lelia Calhoun Leidinger, who started the Student Loan Fund six years ago, suggested the birthday party and gave the cake, which was said to be one of the largest and prettiest ever made in Louisville. The members of the league have requested the president to make this celebration an annual affair.

# National Office Notes

By FLORENCE V. WATKINS

The new state and local order blanks are ready. Please send to your state office for these blanks and then order *only* the titles there listed. If you want an *old* leaflet not listed on the new blank, write your state office. It may have a few. Local workers, please be *sure* to send your orders for program material to the state distributing center. If you do not know the address, write the National Office for it. State literature chairmen, please order *only* the leaflets listed on the blank. If a title is not there, the National Office has no more of that title for distribution.

There is now a supply of high school leaflets sufficient to meet state needs. The recreation leaflet is reprinted and ready for distribution.

As you walk about the streets and ride in trolley cars do you wonder at all why so many people walk with chests sunken, heads thrown forward, and with no swing to the gait? In the December issue of *The Playground* is an excellent article on "Posture" by William Burdick of Baltimore, Md. One statement is significant: "Finally, a well-known specialist in mental hygiene confirmed my feeling that courage and posture largely depend upon the attitude of the mind." If you wish to read the article order *The Playground*, December, 1927, of Playground and Recreation Association of America, 315 Fourth Avenue, New York City, and inclose 25 cents.

One of the most charming booklets which has come to the National Office in some time is "I Heard America Singing" by Henry Turner Bailey, Director of the Cleveland School of Art, Cleveland, Ohio. The book is bound in white, deckle-edged paper and is beautifully printed by the pupils of the Printing Trades School, Department of Vocational Education of the Cincinnati Public Schools. The text describes the musical program given on the last night of the meeting of the Department of Superintendence last February. The first part of the program was rendered by 800 of the best singers of the Dallas *elementary* schools. The second and last part of the program was given by 266 boys and girls from 39 states and composing the National *High school* Orchestra. The closing paragraph thrills one: "And then, led by this youthful orchestra, the audience sang 'Now the day is over' and

'When the morning wakens  
Then may I arise  
Pure and fresh and sinless  
In Thy holy eyes.'

And I heard the great true heart of my country singing as never before, and the harmony was as rich and deep as human brotherhood itself."

In December the National Office received a report of the fifth annual meeting of the West

Virginia State Conference of Parent-Teacher Associations connected with negro schools. At this meeting the conference voted to become a part of the National Congress of Colored Parents and Teachers and appropriated funds to pay per capita dues for 1,630 members. The reports from local associations show much constructive work being done, especially along health lines, the securing of school libraries, and the improvement of school equipment and playground apparatus.

At this state meeting 11 counties were represented by delegates in attendance and 18 by letter. Sixty-two delegates registered personally and 50 associations sent letters.

We were greatly thrilled the other day to receive an order from the Shanghai American School in Shanghai, China, for 2 copies of our *Proceedings*, 10 copies of the *Motion Picture* booklet, and 5 Handbooks. The order was written on one of our announcement sheets!

Thank you, Colorado, for the copy of "The Tree of the P. T. A." song which we received recently. We hope sometime to have in the National Office a complete file of state parent-teacher songs.

From Chapel Hill, North Carolina, comes a 16-page booklet on Recreation, by Joseph Hyde Pratt, state chairman of Recreation for the North Carolina Congress of Parents and Teachers. It is a treatment of the subject of recreation and not a plan of work. The price is 10 cents per copy and it may be ordered from Mr. Pratt.

Don't you wish your grownup son or daughter was a child again and you a young parent, so that you could have a practical use for the splendid books on child training now being published? Recently we received from the Methodist Book Concern, New York and Cincinnati, a book in the study course for parents being edited by Henry H. Meyer. The book, written by Thomas W. Galloway, is called "Parenthood and the Character Training of Children," and the price is but one dollar. It appears to be packed with valuable information for parents and the method of treatment seems to be most helpful. Each chapter opens with illustrative situations which are followed by statements concerning the essential problems confronting parents, starting points for study, references, and starting points in the practice of parenthood. The closing section in each chapter gives topics for thought and discussion. This seems to be a most excellent book for study groups. Orders should be sent to the Methodist Book Concern, New York City, with check inclosed for \$1.10 which includes postage.

# Come to Cleveland

## *For the Thirty-Second Annual Convention of the National Congress of Parents and Teachers*

TIME: April 28 to May 5, 1928.

PLACE: Hotel Cleveland and Euclid Avenue Church, Cleveland, Ohio.

GENERAL TOPIC: The Three Ages of Childhood, in relation to "The Seven Fold Program of Home and School": 1. The Pre-School Age. 2. The Grade School Age. 3. The High School Age.

SPEAKERS: Dr. John J. Tigert, United States Commissioner of Education; Dr. D. A. Thom, National Chairman of Mental Hygiene; Dr. W. E. Blatz, St. George's for Child Study, Toronto, Canada; Dr. Randal J. Condon, Superintendent of Schools, Cincinnati, and Fifth Vice-President National Congress; Mr. Frank H. Cheley, author of "The Job of Being a Dad"; Dr. Robert Vinson, President, Western Reserve University, Ohio.

ROUND TABLE CONFERENCE: High School Age—Safety—Spiritual Training—Art, Music, and

Drama—Mental Hygiene—Child Study—Motion Pictures—Parental Education—The Home—Children's Reading—Recreation—Rural Life—City Councils.

CLASSES: Publicity—Parliamentary Law—Program Planning—Recreation and Song Leadership—Dramatics and Pageantry—Parent-Teacher Leadership.

VESPER SERVICE: Sunday evening, April 28, 4.30 P.M., in the Old Stone Church. Address: "The Art of Living," Henry Turner Bailey, Dean, Cleveland School of Art.

BANQUET: Monday, April 30, 6.30 P.M., at Hotel Cleveland. Reception.

SPECIAL RURAL CONFERENCE: The Congress in the Country. Hotel Cleveland, April 26, 27. Chairman, Miss Florence E. Ward, National Manager, Rural Bureau.

The complete convention program will appear in March issue.

## THE A-B-C CORNER

*Net Circulation*

### CLASS RANKINGS—As of December 31, 1927

CLASS A	CLASS B	CLASS C
1. California	1. Kansas	1. Arkansas
2. Michigan	2. Tennessee	2. District of Columbia
3. Illinois	3. North Carolina	3. Rhode Island
4. New York	4. Minnesota	4. Virginia
5. Pennsylvania	5. Florida	5. Arizona
6. Texas	6. Oklahoma	6. Connecticut
7. Missouri	7. Massachusetts	7. Vermont
8. Iowa	8. Nebraska	8. Idaho
9. New Jersey	9. Indiana	9. South Dakota
10. Ohio	10. Mississippi	10. New Mexico
11. Colorado	11. Wisconsin	11. Maryland
12. Georgia	12. Kentucky	12. South Carolina
13. Washington	13. Alabama	13. West Virginia
	14. Oregon	14. Louisiana
	15. North Dakota	15. Montana
		16. T. Hawaii
		17. Wyoming
		18. New Hampshire
		19. Utah
		20. Maine
		21. Delaware
		22. Nevada

Class A comprises all states having over 30,000 members; Class B, all states having between 10,000 and 30,000 members; Class C, all states having less than 10,000 members.

CHILD WELFARE, *THE NATIONAL PARENT-TEACHER MAGAZINE*